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ABSTRACT

Eighteen model syllabi are presented for teaching Spanish to native speakers of Spanish. The syllabi were produced during a summer institute, entitled "Teaching Spanish to Native Speakers of Spanish," in order to meet the unique language situation of U.S. hispanophone students. Traditional lower division Spanish-as-a-foreign-language courses are totally inappropriate for the fluent or almost fluent native speaker. At the same time these U.S. hispanophone students have had little exposure to written Spanish since they have been educated from the early grades in English. The need for specially-designed sequences of one to four semesters of language instruction to develop the natively-acquired language resources the students bring to the classroom led to the summer institute program. The institute brought together individuals already involved in teaching Spanish to native speakers. The central objective of the institute was the improvement of curriculum not only at participants' institutions but also across the nations. (SW)

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TEACHING SPANISH TO NATIVE SPEAKERS OF SPANISH:

A COLLECTION OF MODEL SYLLABI

Edited by

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The model course designs included in this collection were produced during a Summer Institute entitled "Teaching Spanish to Native Speakers of Spanish," which was sponsored by the NATIONAL ENDOWMENT FOR THE HUMANITIES. The Institute took place on the New Mexico State University campus, Las Cruces, New Mexico, June-August, 1978.

TEACHING SPANISH TO NATIVE SPEAKERS OF SPANISH

Recent interest in the education of ethnics has led to an increased awareness of the unique language situation of U.S. hispanophone students. It has become evident, for example, that traditional lower division Spanish-as-a-foreign-language courses are totally inappropriate for the fluent or almost fluent native speaker. At the same time, it is also evident that since most U.S. hispanophone students have been educated from the early grades in English, they have had little exposure to written Spanish. For this reason, then, native speakers cannot comfortably bypass beginning language courses to enroll right away in advanced composition or literature courses. So, what is called for is a view of language instruction that takes into account the background these students possess. Perceived as needed are specially-designed sequences of one, two, or even four semesters whose objective is the development of the natively-acquired language resources the students bring with them to the classroom.

With this in mind, the National Endowment for the Humanities conducted a summer institute whose principal aim was to bring together a number of individuals already involved in teaching Spanish to native speakers on their home campuses. As is traditional with institutes sponsored by NEH, the central objective was the improvement of curriculum not only at participants' institutions but also across the nation. This collection of syllabi, then, comprises the prime contributions of all 18 participants at the NEH summer institute.

SPANISH FOR NATIVE SPEAKERS AT CALIFORNIA STATE UNIVERSITY, LOS ANGELES: SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Hildebrando Villarreal

California State University, Los Angeles

Spanish 105AB Elementary Written Spanish

I. Description of University

California State University, Los Angeles is located in East Los Angeles. The population of East Los Angeles and its surrounding communities is to a large degree Mexican and Chicano with several other ethnic groups also represented. Since these communities can be characterized as working class areas, the student at the university is heterogeneous in terms of age and educational background.

II. Student Population for Whom Course is Intended

Spanish 105AB is intended for bilingual students who have a command of spoken Spanish acquired either in their home environment or by extended residence in a Spanish-speaking country but who have limited training in formal Spanish. The spoken and written proficiency in Spanish differs greatly from one student to another depending on his or her educational background.

III. Course Description

Spanish 105AB Elementary Written Spanish (4-4)

Prerequisites: Bilingual students who have a command of spoken Spanish acquired either in their home environment or by extended residence in a Spanish-speaking country but who have limited training in formal Spanish.

Emphasis on orthography, accentuation, reading, composition; less emphasis on grammar.

IV. Position of Course in Spanish Course Sequence

Spanish 105AB will be the first class for bilingual students. Students may take a placement examination in order to be properly placed according to their level of proficiency. The next course, Intermediate Written Spanish (205AB), would be the logical sequence.

V. Objectives

A. To develop in the student a positive attitude toward Spanish and Hispanic culture.

B. To promote language maintenance and use by the student.

C. To introduce the student to some basic sociolinguistic concepts.

D. To develop the student's ability to write according to a written standard.

E. To develop the student's ability to read at an elementary level.

F. To develop the student's ability to compose and express his thoughts effectively in Spanish

G. To introduce the student to basic grammatical concepts in Spanish.

VI. Theoretical and Philosophical Justification of Objectives

A. To develop in the student a positive attitude toward Spanish and his culture.

Two factors, among others, can account for the negative attitude toward Spanish frequently found among bilingual students. First, society at large rejects his language and culture by relegating Spanish to an inferior status in relation to English. Even those who promote Spanish, for example, language teachers in secondary and higher education, usually reject the student's variety of Spanish and culture, always looking to Spain and Latin America as the epitome of Hispanic language and culture.

B. To promote language maintenance and use by the student

According to many the use and/or maintenance of Spanish among bilingual children and young adults is diminishing. Hispanic immigration and population growth alone cannot assure the continued existence of Spanish in the United States. One answer to the maintenance of Spanish is to expand the domains and skills (e.g., reading, writing, etc.) in which the bilingual child and young adult is proficient.

C. To introduce the student to some basic sociolinguistic concepts.

Many bilingual speakers have misconceptions about language. For example, many (a) believe that there is a "good" and "bad" kind of Spanish, (b) fail to understand that domain determines how they will speak, (c) believe that code-switching is an indication of an inferior command of language, (d) fail to understand the difference between spoken and written language, etc. Once these persons understand how social factors (e.g., age, sex, social status, occupation) determine how we use language, some of these misconceptions will be dispelled.

D. To develop the student's ability to write according to a written standard.

Communication via writing is constrained by certain fixed and arbitrary conventions to which every speaker of the language is bound.

These writing conventions include using certain combinations of graphemes to express certain sounds and meanings, observing punctuation rules (e.g., use of accent mark, tilde) and so forth. Writing does not faithfully represent everything that we hear in speech. The student must become aware of the language differences between writing and speech.

E. To develop the student's ability to read at an elementary level.

To teach the bilingual to read means teaching comprehension, that is, to get meaning from what he reads, not merely to read aloud. Reading can be an end in itself for personal enjoyment and satisfaction but it is also a skill that is essential in everyday life and for success in school. Reading is language use and therefore can contribute to language maintenance.

F. To develop the student's ability to compose and express his thoughts effectively in Spanish

Spoken and written language are different and are used for different purposes. Written language is more formal. Composition at more advanced levels can be used for creative expression.

G. To introduce the student to basic grammatical concepts in Spanish

Grammatical concepts are a way to understand how language functions. We can see the difference between spoken and written language and identify stigmatized forms. Grammar facilitates communication between teacher and student especially when talking about language. Many bilingual students intend to become bilingual teachers or translators, or to go on to graduate studies where they will be expected to know grammar terminology.

VII. Methodology

Spanish for the native speaker (SNS) is a pioneering effort in the field of teaching Spanish. It is clear that the methodologies and techniques used for teaching Spanish as a foreign language are not adequate for SNS classes.

The SNS student has always been treated as a foreign language student in Spanish classes but if we are to serve his needs there will be two major differences in the way SNS and foreign language classes are taught.

First, SNS and foreign language classes will differ in the emphasis given to each language skill. The FL class clearly emphasizes listening and speaking, skills that the SNS student already possesses. SNS classes should therefore emphasize those skills in which the SNS student has had little or no practice at all, that is, writing, reading, and composition.

In addition to a change in emphasis, there should also be a change in the sequence in which the skills are presented. In SNS classes the student has already developed the first two skills (listening and speaking) to a high degree. Ideally, the order in which the skills should be presented should be reading, composition, and grammar. Composition is a new skill not normally introduced in beginning FL classes, and grammar for SNS classes is not grammar in the traditional sense but rather a metalanguage or a way of talking about language, using concepts such as noun, tense, verb, and so forth.

The course will consist of lectures, discussions, and drills performed in class. The student will be expected to keep up with all reading and writing assignments and be prepared to participate in classroom activities.

IX. Objectives and teaching strategies

A. To develop in the student a positive attitude toward Spanish and Hispanic culture.

This change in student behavior can be developed in several ways. First, the teacher should have a positive attitude toward the student's language and culture. Second, the materials used in class should reflect a positive image of the Chicano, Puerto Rican, etc. Finally, sociolinguistic knowledge can change any negative attitude toward his language the SNS student has acquired through misinformation.

B. To promote language maintenance and use by the student

This objective can be achieved by expanding the domains in which the student can use his language (e.g., formal situations) and by developing his skills in reading and writing. This can be done by exposing the student to Spanish as used in lectures, interviews, news broadcasts, and other formal situations. Exposure to different styles of writing such as journalistic writing, essays, and literature will familiarize the student with formal Spanish.

C. To introduce the student to some basic sociolinguistic concepts

1. The student will be able to talk in general terms about the concept of -<u>lect</u> (idiolect, sociolect, geographolect, and so forth).

2. The student will be able to talk about <u>register</u> and <u>domain</u> in general terms.

3. The student will be able to explain the difference between oral and written Spanish.

4. The student will be able to talk about code-switching in general terms.

These concepts will be discussed in class as the situation demands when talking about language. There will be an effort to explain the sociolinguistic factors (e.g., age, sex, social status, occupation, etc.) involved in using language.

D. To develop the student's ability to write according to a written standard.

1. The student will be able to write a 100 word dictation with less than 3 spelling mistakes

2. The student will be able to write a 100 word dictation with less than 5 accent errors

3. The student will be able to write, with the help of a dictionary, an original 100 word composition with less than 3 spelling errors and 3 accent errors.

Teaching writing means learning to spell correctly and learning the accent. The student will be taught the sound/letter equivalences with special emphasis on those sounds that have more than one graphemic representation (e.g., /k/: c, qu, k) and those sounds that traditionally have been confused by the SNS student. The use of the accent will be taught in a systematic fashion using the concepts of syllable, diphthong, and oral stress to explain the written accent. After the explanations and discussions there will be constant drills, dictations and practice in each skill area.

E. To develop the student's ability to read at an elementary level

Comprehension at the literal level:

1. The student will be able to infer the meaning of unfamiliar words in context

2. The student will be able to give synonyms or the meaning of a word

3. The student will be able to identify the main idea in a short reading selection

4. The student will be able to interpret directions

5. The student will be able to identify supporting details

6. The student should be able to answer specific questions (who, what, when, etc.) on the content of an unfamiliar passage

Comprehension at the critical level:

1. The student should be able to identify word relationships

2. Comparison and contrast. Given two articles, the student should be able to identify the main characters and show how they differ

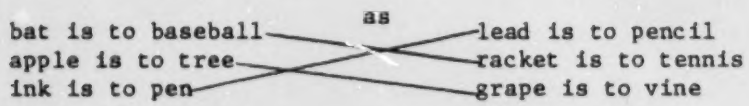
3. Fact and opinion. Given two articles, the student will be able to contrast the opinion of two authors

4. Reasoning. Given a series of words that conform to a given pattern the learner will identify the pattern in a reading selection (e.g., the phonemes /k/ and /s/ can be represented in writing by the grapheme c. In a reading selection the student should be able to identify those words where c is used and whether it stands for the sound /k/ or /s/ : casa, centauro, comer, etc.)

5. The student should be able to make critical judgments about reading selections

The skills that a student must master in order to read at the literal level are perception skills in word, phrase, and sentence recognition. The student must be able to infer meaning of words in context, give synonyms for words, and practive identifying main ideas and giving supporting evidence. To acquire these skills the student will be assigned exercises in which he will give synonyms for specific words, guess the meaning of unfamiliar words in context, answer specific questions about new reading selections, and practice scanning (locating specific facts of information rapidly) and skimming (reading more carefully to identify main ideas and supporting evidence quickly).

At the critical level of comprehension the student should have skills in distinguishing fact from opinion, comparing and contrasting, identifying word relationships, making judgments, and reasoning. To practice distinguishing fact from opinion the teacher can select two articles reflecting different points of view, review the articles, separate fact from opinion, have the student read the articles again and list the opinions given in each. The same technique can be used for teaching comparison and contrast. To teach word relationships the teacher can review analogies and prepare an exercise matching sets of items. For example, in:



one set of items must be matched with another. In making inferences or learning to make inferences the student can be given a selection that is incomplete and write a logical conclusion. The students can share their

ideas. The objective of all these drills is that the students read with comprehension and be made to feel comfortable reading.

F. To develop the student's ability to compose and express his thoughts effectively in Spanish

1. The student should be able to write an original composition of 100-150 words with fewer than 3 mistakes

2. The student should be able to write a composition comparing and contrasting two characters

3. The student should be able to write a composition developing a chronological sequence of events

4. The student should be able to write a composition illustrating cause and effect

5. Given a generalization and some supporting statements the student should be able to write a composition relating those two factors

Basic composition skills can be developed beginning with prewriting skills. These skills can be developed by keeping a journal. The writing in the journal should be in complete statements, and should concern anything the student may choose to write about. It is preferable that the student write about concrete objects, people, events, and so forth.

In the beginning the student may use his vocabulary and gradually move to new vocabulary and abstract subjects. The teacher may use guided compositions, that is, the student may read a short selection and then write about the same theme in his own words. To teach cause and effect the teacher should find a reading selection in which cause and effect figure prominently in the presentation of a given topic, discuss it in class, ask questions about it, and then ask the student to write an original composition on the same topic. The final stage of writing in the first year SNS class may be when the student is asked to write an original composition beginning with a generalization and expanding on that idea.

G. To introduce the student to basic grammatical concepts

1. The student will be able to identify basic grammatical concepts (e.g., verb, noun, tense, verb, etc.)

2. The student will be able to identify the function of a word in context

3. Given two identical words in a statement the student will demonstrate his understanding of their meaning by identifying the functions of the word

4. Given a sentence fragment the student will be able to complete it correctly

5. The student will be able to recognize stigmatized forms in writing

The techniques used to acquire skills in grammar and analysis are those in which the student talks about the grammatical concept in context. The teacher may give the student a series of sentences with certain words underlined. The student, after having discussed the concept in class, should be able to identify the word correctly (El muchacho llega cansado; Se fue temprano, etc.) The student should also have practice in morphological analysis (-s, -mente, -or, -tal, etc.) as an aid to understanding grammatical function. Sometimes the shape of the word itself may not be an aid to understanding its function and here the student should be able to use context (e.g., Éste es el vino que vino por ferrocarril). The student should have practice in this type of discrimination.

Finally, the student should be able to discriminate between words that are used in written language and those used primarily in spoken language. This can be done by comparing written and spoken forms.

X. Assessment

There will be 5 quizzes worth 40% of the final grade, a midterm worth 20%, a final worth 30%, and attendance, homework, laboratory, and participation will count 10% of the grade.

XI. Bibliography

Text for class:

1. Español escrito: curso para hispanohablantes bilingües. New York: Charles Scribner's Sons, 1978.

Readers (1st quarter)

1. Perspectivas: Temas de hoy y de siempre. 2nd ed. New York: Holt, Rinehart and Winston, 1978.

2. Viva la lengua: A Contemporary Reader. New York: Harcourt, Brace and Jovanovich, 1975.

3. Voces del barrio: A Basic Reader. New York: Holt, Rinehart, and Winston, 1973.

Readers (2nd quarter)

1. Perspectivas.....1978

2. Voces del barrio.....1973

3. Lecturas periodísticas. Lexington: D. C. Heath, 1978.

Resource materials

Bibliographies:

1. Tatum, Charles M. Selected and Annotated Bibliography of Chicano Studies. Manhattan KS: Publications of the Society of Spanish and Spanish American Studies, 1976

2. Teschner, Richard V., Garland D. Bills, and Jerry R. Craddock. The Spanish and English of United States Hispanos: A Critical, Annotated, Linguistic Bibliography. Arlington: Center for Applied Linguistics, 1975.

3. Valdés-Fallis, Guadalupe, and Richard V. Teschner. Spanish for the Spanish-Speaking: A Descriptive Bibliography of Materials. Austin, Texas: National Educational Laboratory Publishers, Inc., 1977.

Composition

1. Flowers, Frank. Practical Linguistics for Composition. New York: Odyssey Press, 1968.

2. Friend, Jewell. Writing English as a Second Language. Glenview, Illinois: Scott, Foresman and Co., 1971.

3. Lawrence, Mary S. Writing as a Thinking Process. Ann Arbor: University of Michigan Press, 1974.

4. Paul, M., and J. Kligerman. Invention: A Course in Prewriting and Composition. Cambridge: Winthrop Publishers, 1973.

5. Paulston, C.B., and M. W. Bruder. Teaching English as a Second Language: Techniques and Procedures. Cambridge: Winthrop Publishers, 1976.

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Urbana, Illinois: National Council of Teachers of English, 1965.

Language

General Issues:

1. Cazden, Courtney, Vera John, and Dell Hymes, eds. The Function of Language in the Classroom. New York: Teachers College Press, 1972.

2. Haugen, Einar. The Ecology of Language. Stanford, California: Stanford University Press, 1972.

Bilingualism

1. The Bilingual Review. La Revista Bilingüe.
New York: Vol. 1- , Jan/Apr 1974-.

2. Gilbert, Glenn G., ed. Texas Studies in Bilingualism.
Berlin: Walter de Gruyter, 1970.

3. Haugen, Einar. The Norwegian Language in America: A Study in Bilingual Behavior. 2nd ed.
Bloomington: Indiana University Press, 1969.

4. Keller, Gary D., et al., eds. Bilingualism in the Bicentennial and Beyond. Jamaica, New York: Bilingual Press, 1976.

5. Kelly, Louis G., ed. Description and Measurement of Bilingualism.
Toronto: Canadian National Commission for UNESCO/Toronto Press, 1969.

Dialectology

1. Bills, Garland D., ed. Southwest Areal Linguistics.
San Diego: San Diego State University, 1974.

2. Bowen, J. Donald, and Jacob Ornstein, eds. Studies in Southwest Spanish. Rowley: Newbury House Publishers, Inc., 1976.

3. Espinosa, Aurelio M., Sr. Estudios sobre el español de Nuevo Méjico. BDH, 2 vols. Buenos Aires: Universidad de Buenos Aires, 1930/1946.

4. Hernández-Chávez, Eduardo, Andrew D. Cohen, and Anthony F. Beltramo, eds. El lenguaje de los Chicanos.
Arlington: Center for Applied Linguistics, 1976.

5. Navarro Tomás, Tomás. El español en Puerto Rico. 3rd ed. Río Piedras: Universidad de Puerto Rico, 1974.

6. Sánchez, Rosaura. "Nuestra cicunstancia lingüística." El Grito 6.45-74 (1972).

Sociolinguistics

1. Fishman, Joshua A., et. al. Bilingualism in the Barrio. Bloomington: Indiana University Publications, 1971.

2. Fishman, Joshua A. Readings in the Sociology of Language. The Hague: Mouton, 1968.

Methodology

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2. _____. "A Comprehensive Approach to the Teaching of Spanish to Bilingual Spanish-Speaking Students." MLJ 62.102-110 (1978).

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5. Shuy, Roger W., ed. Linguistic Theory: What Can It Say About Reading? Newark, Delaware: International Reading Association, 1977.

6. Singer, Harry, and Robert B. Ruddell, eds. Theoretical Models and Processes of Reading. 2nd ed. Newark, Delaware: International Reading Association, 1976.

7. Thonis, Eleanor Wall. Literacy for America's Spanish-Speaking Children. Newark, Delaware: International Reading Association, 1976.

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SPANISH FOR NATIVE SPEAKERS AT TRINITY UNIVERSITY: SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Margaret Stovall

Trinity University

COURSE DESIGN FOR THE SPANISH SPEAKER AT TRINITY UNIVERSITY

Introduction:

Spanish for the Native Speaker (SNS) courses are designed to meet the special and unique needs of the native speaker in the college classroom. The native speaker in this context is defined as one who has learned Spanish in a native environment, at home rather than in a formal situation. He possesses a passive/active knowledge of the language, utilizing both generative and receptive linguistic skills. He enjoys advantages and disadvantages because of these skills. The native speaker is misplaced in present foreign language curricular design. He "fits" neither the beginning- nor the advanced-level classes. He inhibits monolingual students in beginning or intermediate classes with his oral proficiency. He is reprimanded for using "non-standard" phonology, morphology, and syntax, or for code-switching. Placed in advanced classes, he suffers from lack of technical terminology, lack of training in standard orthographic rules, and inexperience in reading. This paper and the included syllabus propose:

1. to state a rationale and purpose of the SNS program
2. to define the needs of the SNS student
3. to propose a curriculum guide for college-level instruction
4. to propose specific objectives for classroom instruction, and
5. to state specific teaching methodology and strategies for implementation of these objectives.

Review of the literature:

Although SNS courses have a relatively short history (since 1945 at New Mexico State University, since 1959 at Pueblo High School in Tucson, and since the early 1960's in Florida), the number of texts written specifically for this student population is not great. The philosophical bases and the attitude toward the students' Spanish are fundamentally corrective or eradicatory. Taken in chronological order, the texts reflect little change in attitude, even to the most recently published text by de León. A few brief comments on each will follow. A more detailed analysis of the texts can be found in Spanish for the Spanish-Speaking: A Descriptive Bibliography of Materials (asterisked titles appear in this bibliography).

*Español para los hispanos, Paulline Baker, 1966.
The tone of the text is evident from her use of words such as "arcaísmos," "barbarismos," "faltas," "errores." However, Baker's knowledge of the regional dialect makes the book useful.

*Español para alumnos hispanohablantes, Víctor Cruz-Aedo, et al., 1970.
More of a curriculum guide than textbook, the bulletin presents sample units with scope and sequence for the first two levels. Many of the sample drills are ALM-oriented.

*Español para el bilingüe, Marie Esman Barker, 1971.
A more complex and complete text than Baker's. This work continues the "no se dice" attitude.

*Español: Lo esencial para el bilingue, Guadalupe Quintanilla and James Silaan, 1974.
This grammar text follows an SSL format without prescriptive, "corrective" overtones other than various "advertencias." Primarily designed for bilingual teachers, the text has an accompanying cultural reader, El espíritu siempre eterno del méxico-americano.

*El español del suroeste y el español standard, Fidel de León, 1976.
A self-paced, programmed workbook, the text includes pre- and post-test, numerous exercises, and self-tests for the student. The "no se dice" attitude is pervasive.

Español escrito: curso para hispanohablantes bilingües, Guadalupe Valdés-Fallis and Richard V. Teschner, 1977.
The most thorough and complete text to date. Emphasis is on official (standard) rather than popular (non-standard) use. The primary focus is on developing reading and writing skills. A review of grammatical notions and terminology is included. The text contains sufficient material for a two-semester course.

Español: Material para el hispano, Fidel de León, 1978.
An extended and amplified version of El español de suroeste... the text is divided into four main parts: the sounds of Spanish, the written accent, spelling rules, and the tenses. A set of instructional tapes accompanies the text for additional oral practice. No readings are included. The grammar section follows an SSL format.

The researcher is directed to the annotated bibliography by Valdés-Fallis and Teschner, which "evaluates all books, articles, monographs, dissertations, MA theses, etc., which relate in part or in full to Spanish for native speakers (SNS)..." (Valdés-Fallis and Teschner, 1977). This slim volume of seventy-nine entries is complete through March, 1976. Of particular interest to the SNS teacher is a collection of papers edited by Valdés-Fallis and García-Moya (1976) concerning the pedagogical implications of the SNS program. The unique needs of the Hispanic student in Spanish-language programs are outlined in articles not included in the bibliography (Valdés-Fallis, 1977 and 1978).

Proposed syllabus for Spanish 310NS: Spanish for the Native Speaker

This syllabus is designed as the basis of a curriculum guide for the implementation of an SNS program at Trinity University. The initial SNS course will be titled 310NS (equivalent to the third-semester Spanish-as-a-second-language course).

Tentative course description: Spanish 310NS: Spanish for the Native Speaker.

This course is specifically designed for students who have acquired Spanish in a native environment. Emphasis will be placed on developing and improving skills in reading and writing Spanish. An introduction to grammatical notions and terminology will familiarize students with the structure and system of Standard Spanish. Prerequisite: Placement examination and/or consent of instructor.

The present foreign-language goal at Trinity is normally fulfilled by completing the following four semesters or fourteen hours of credit. Depending on high- school experience, placement (CEEB) or competency examinations (CLEP), students may opt to take from one to four of the required courses to complete the goal requirement.

Spanish 401
402 beginning

Spanish 310
311 intermediate grammar review and introduction to reading from Hispanic literature (short stories, plays, short novels)

It is assumed that the SNS student will have had more experience in oral/aural skills by the very nature of his language-acquisition experience. Therefore, the sequence for the SNS student will begin at the intermediate level.

Spanish 310NS
311NS to complete the requirement

An ourgrowth of the SNS program will be the implementation of a course on Hispanic minority literature as an introduction to critical reading and literary analysis. Students, after satisfactory completion of the 310NS-311NS sequence, will be encouraged to continue their language study, choosing courses from conversation, grammar, composition, and literature offerings.

Student population:

Mexican-American students from the San Antonio metropolitan area will comprise the bulk of the SNS classes. The total enrollment at Trinity for 1977-1978 was 3524. Hispanics comprised approximately 15% (526) of that total enrollment. As the SNS program will draw primarily from the undergraduate enrollment (10% or 265 of the total enrollment of 2562), the projected SNS population would be one class of approximately 15-20 students per semester.

A small percentage of the students come from the lower Rio Grande Valley area. A few non-Hispanic persons who have had several years of residence in Spanish-speaking countries will be expected in the classes. A few (three to four) Cubans born in the United States can also be expected.

Students are from middle- and upper-middle-class Spanish-speaking families. The majority receive a scholarship or some other form of financial aid through the University.

The students will be from 18-20 years of age. Their level of oral proficiency in Spanish will vary from passive (minimal) to active (fluent). Their level of listening comprehension will have the same range. Reading and writing proficiency will vary according to previous formal training in elementary and secondary school; it is not expected to exceed that of a fourth-grade reading level of a person educated in Mexico.

Students selected will range from the upper ten per cent to those marginally prepared. Students from barrio districts of San Antonio will be admitted with favorably weighted scores and grade-point-average predictions.

Rationale for SNS courses:

As indicated in the Introduction, the SNS students' needs are not being met in regular foreign-language classes. The proposed SNS course will have the following general objectives:

1. To develop literacy in the student's natively-acquired Spanish.
2. To stimulate and promote self-awareness, a heightened social consciousness, and pride in Hispanic culture.
3. To promote language development and maintenance.
4. To establish and reinforce a basis for the social functions of written and oral language in the community.
5. To develop reading in Spanish as a lifetime skill.
6. To reach students who previously avoided completing the language-goal requirement (only 49 of 265 Hispanics were enrolled in Spanish classes during 1977-1978).

The University and the Spanish Department will benefit from the SNS program by expanding involvement of Hispanic students in language-related courses such as Latin American Studies, Border Studies, Urban Studies, Sociology and Anthropology, and Bilingual Education Teacher-Training Programs. Heightened interest in Hispanic literature will also result in increased enrollments in advanced Spanish classes.

Text and Materials:

The primary text adopted will be Español escrito: curso para hispanohablantes bilingües, Valdés-Fallis and Teschner. This book will form the foundation of the course. Additional materials will be selected according to individual proficiency and interest from the following list. Note the distribution of texts into broad categories of reading difficulty. The hierachy follows Valette's taxonomy of subject-matter goals:

1. Mechanical stage in which the student performs simple tasks of perception, discrimination, or differentiation.
2. Knowledge stage in which the student recognizes and recalls familiar facts.
3. Transfer stage in which the student uses knowledge in recombined or unfamiliar situations.

4. Communication stage in which the student is expected to comprehend more unguided materials and to express his own ideas creatively.
5. Criticism stage in which the student is concerned with the analysis, synthesis, and evaluation (Valette, 1972: 32-36) of written material in terms of sociolinguistic variables.

The taxonomy is applicable also to acquisition of skills in composition and the study of grammar.

Supplementary Materials: (suitable for developing SNS reading skills)

Content code:
- A. Vocabulary development exercises
- B. Visuals
- C. Glosses
  - 1. English
  - 2. Spanish
- D. Readings
  - 1. Peninsular
  - 2. Latin American
  - 3. Chicano
  - 4. Puerto Rican and Cuban
  - 5. Newspapers and magazines
- E. Reading exercises
  - 1. Factual question-answer
  - 2. Commentaries
  - 3. True-false
  - 4. Multiple-choice
- F. Grammar exercises
- G. Usable for individualized instruction
- H. Sequential development

Beginning Texts:

1. ¡Viva la lengua!: A Contemporary Reader, Gary D. Keller and Francisco Jiménez; New York: Harcourt Brace Jovanovich, 1975
   A- (- = less developed) C1 A good introduction for those who
   B+ (+ = more developed) need a visual stimuli,
   D

2. Comprendamos mejor 1-3 (Leamos: Spanish Developmental Reading, Fundamental Stage; Advanced), St. Paul: Paul Amidon & Assoc., 1978
   A B E1, 4 H Development exercises in skill building.
   B D G Should be integrated into the course for all students.

3. Dirección: Tacuba, Jerald Green; New York: Rand McNally, 1976
   A C2 E1, 2, 4 A workbook format
   B D5 G

4. Cara a cara, Marty Knorre; New York: Holt, Rinehart and Winston, 1977
   A C1 E2, 3, 4 H+ Divided into 3 levels of vocabulary
   B+ D5 G difficulty; progression of verb tenses.

5. Spanish: A Modular Approach, Katherine Hampares and Nelly Santos; New York: Harper and Row, 1976.
   A C1 E1, 4 H Good selection of "occupational"
   B D1 2 F readings in the last unit.

6. Ocho mundos, Brenda Wegmann; New York: Holt, Rinehart and Winston, 1978
   A C1 E1-4 G Each chapter includes exercises on one verb tense.
   B D5 F H

7. Sol y sombra, Paul Pimsleur; New York: Harcourt Brace Jovanovich, 2nd ed., 1977
   A C2 E1-3 G Graded vocabulary into 3 levels, similar to Cara a cara.
   B+ D5 F H

8. Lecturas básicas: A Civilization Reader, Frederick J. Zierten;
   : A Cultural Reader, Modesto Díaz;
   : A Literary Reader, Edward J. Mullen; New York: Holt, Rinehart and Winston, 1976
   A+ C1 E1, 2 H Best used for skimming, scanning. The
   B- D G Literary Reader is at the affective, critical level.

Intermediate texts:

9. Paso a paso: Developing Themes for Reading Skills, Katherine Hampares and Nelly Santos; New York: Holt, Rinehart and Winston, 1978
   A C1 E1-4
   B D1 2 G Edited short selections, pan-Hispanic in scope.

10. Dirección: Moncloa, Jerald Green; New York: Rand McNally, 1977
    A C1 E1, 2 G Vital and topical.
    B+ D5 F H

11. Perspectivas, Mary Ellen Kiddle and Brenda Wegmann; New York: Holt, Rinehart and Winston, 1978
    A C2 E1-3
    B D1-5 Unit 6: "Los hispanos en los Estados Unidos:" 13 edited selections from Hispanic writers.

12. Literatura y arte, John Copeland, Ralph Kite, and Lynn Sandstedt; New York: Holt, Rinehart and Winston, 1977
    A+ C1 E1, 2
    B D1-4 H Units 11-12: "La presencia hispánica en los Estados Unidos" and "Los cubanos y los puertorriqueños".

13. Lecturas periodísticas, Milton Azevedo and Kathryn McMahon; Lexington, Mass.: D. C. Heath, 1978
    A C2 E1-4 G+ Pan-Hispanic viewpoint.
    B+ D5 F

14. En onda, Constantine C. Stathatos and Richard Teschner; New York: W.W. Norton, 1975
    A C2 E1-4 H Controlled vocabulary.
    B D5+ G

15. Avanzando: Gramática española y lectura, Sara Lequerica de la Vega and Carmen Salazar Parr; New York: John Wiley, 1978
    A C2 E1-3 G Six reading selections with emphasis on Mexican-American writers.
    B- D3 F+ H+

16. ¡Hablemos!: Temas contemporáneos para conversar o escribir, Catherine Maley and María Salgado; New York: Harper and Row, 1976

17. Lectura y lengua: Curso intermedio, Laurel Briscoe and Enrique LaMadrid; Boston: Houghton Mifflin, 1978
    (Chapters 7-14, "El arte de leer")

Methodology:

To meet the anticipated variance in levels of proficiency, reading skills and writing skills, the course will be heavily individualized. A brief oral interview with the student on the day of registration will yield preliminary background data. An attempt to ascertain competencies through an initial evaluation/placement examination will be administered the first day of class. Test items will include readings selected from Leamos... post-tests 13, 14, 15 to determine reading-comprehension levels; a short composition of 5-10 sentences on a given topic to determine control of standard orthography, punctuation, grammar and syntax; a short dictation of a 30-word paragraph primarily to determine proficiency in phoneme discrimination; a Cloze test to determine the level of control of grammar and semantics; and a selection of sentences to mark as grammatical or ungrammatical.

As the primary focus of the class will be on reading, the students will be involved in both extensive (in-class) and intensive (out-of-class) reading assignments. Fifteen to twenty minutes of the period (50 minutes, three times a week) will be devoted to entire-class instruction, review of specific questions, answering questions, and introducing new material. Students will spend the majority of their class time working in pairs or small groups on different reading activities, according to level of proficiency. Students will keep a checklist of readings and exercises completed, to turn in for evaluation each week. The instructor and/or assistants will be available for consultation on individual problems during the rest of the class period.

Audio-visual materials will also be used in the class to stimulate interest in reading, for diversion, and for visual reinforcement of the written form. Bulletin-board displays of menus, advertisements, labels, bilingual bills, and announcements will inundate the students with the printed word. Video-taped commercials, "novelas," and newscasts in Spanish will serve as a springboard for creative dialogue

and composition. Critical analysis of dialect, registers, and linguistic domains of the spoken language will be possible through listening-comprehension exercises from foreign newsbroadcasts in the language laboratory. Reading machines in the reading laboratory will be used to increase speed and to improve reading strategies.

Specific objectives:

Reading objectives are more closely defined because of the emphasis of the course. However, specific objectives in grammar and composition to facilitate a more controlled skill development in these areas are also included.

Reading skills: By the end of the first semester the student will have achieved the literal level of comprehension. He should be able to:

1. infer meaning from unfamiliar words
2. identify the main idea in a short passage
3. identify supporting details
4. understand and/or reorder the sequence of events
5. recognize cause and effect relationships
6. understand organizational patterns, and
7. interpret directions.

(W. Royce Adams, Developing Reading Versatility; New York: Holt, Rinehart and Winston, 1973).

The student should have acquired skills in word/phrase recognition and word/phrase meaning. He should be able to scan for specific facts and to skim for an overview.

It is assumed that some students will achieve the literal level of comprehension rather rapidly, and will require assistance in gaining the critical level of comprehension. At this level the student will be able to:

1. Distinguish fact from opinion
2. recognize point of view, intent, bias, and attitude of the author
3. draw inferences
4. recognize tone and mood, and
5. make critical judgments.

It is not expected that students will have developed sufficient skills to read at the affective level. Recognition and identification of figurative language will be reserved for the next semester's course.

Grammar Skills: At the end of the first semester the student will be able to:

1. recognize and identify basic parts of speech: noun, verb, article, adjective and adverb;
2. use present, imperfect, and preterite indicative with standard orthography in given sentences; and
3. use standard idiomatic expressions in given situations.

Composition skills: He will also be able to:

1. identify and recognize digraphs and alphabet-conventions which differ from English, such as ñ, ll, ch, and rr;
2. use punctuation and accentuation correctly; and
3. express thoughts clearly and effectively, on the sentence, paragraph, and short-composition (200-word) levels.

Student evaluation:

Students will be evaluated for participation in class, homework assignments, completion of twelve ungraded compositions, quizzes, and the final examination. Students may "contract" for their minimal grade; the last day to renegotiate contracts will be at mid-semester.

Grades will be averaged on the following basis:
average grade for homework, compositions, and readings.....1/3
average grade for all quizzes and examinations.....2/3

To receive a "C" the student must:
1. attend and participate in class regularly
2. complete at least two texts from the supplementary reading list (numbers 3-8)
3. complete all assigned homework
4. pass quizzes with a minimum grade of 70 (alternate quizzes will be provided), and
5. pass the final examination with a minimum grade of 70.

To receive a "B" the student must:
1. attend and participate in class regularly
2. complete at least three texts from the supplementary reading list (numbers 4-9)
3. complete all assigned homework
4. pass quizzes with a minimum grade of 80 (alternate quizzes will be provided), and
5. pass the final examination with a minimum grade of 80.

To receive an "A" the student must:
1. attend and participate in class regularly
2. complete at least four texts from the supplementary reading list (numbers 9-16)
3. complete all assigned homework
4. pass quizzes with a minimum grade of 90 (alternate quizzes will be provided), and
5. pass the final examination with a minimum grade of 90.

Schedule of Activities:

The 14-week course will be divided into two major components. The first four to five weeks will be devoted to entire-class instruction in reading at the grapheme, word, phrase, sentence, and paragraph levels. Assignments and discussions will cover selected sections from Español escrito... Comprendamos mejor (levels 1 and 2) exercises will be used as an evaluation of proficiency. During the remainder of the term, the students will work on a more individualized basis in class. Homework tasks and composition topics will be assigned from Español escrito in learning-activity packets. Students will proceed at their own pace, but with the understanding that the material from the first twelve chapters will be included on the final examination. Short chapter quizzes and the final examination will be administered on demand in the testing center.

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SPANISH FOR NATIVE SPEAKERS AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE

SUGGESTED SYLLABUS ALONG WITH RATIONALE? BIBLIOGRAPHY, ETC.

Dagoberto Orrantia

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A PROPOSED SYLLABUS FOR SPANISH FOR NATIVE SPEAKERS, FIRST YEAR

INTRODUCTION

Programs for teaching Spanish to native speakers of Spanish have long been a part of some foreign language departments in colleges where the Hispanic population is significant. Elsewhere, however, such programs have been simply makeshift solutions to the problem of where to place bilingual Spanish speaker so that he does not, with his highly developed oral fluency, disrupt the learning of the foreign language by monolinguals. Increased recognition of the educational rights of the Spanish-speaking minorities and a higher awareness on the part of Spanish teachers have brought about a number of positive changes, one of the most important being the acceptance of courses for the bilingual Spanish speaker as essential components of the foreign language program wherever the number of Hispanic students warrants their implementation. There is no longer a pressing need to advance arguments in favor of instituting such courses. What we now need is a considered, detailed look at some of the specific approaches, methods and techniques that the teaching profession must develop and master to provide the Spanish speaker with a meaningful and enriching educational experience.

The present proposed syllabus is a contribution to the exchange of ideas concerning the teaching of Spanish to the Spanish-speaking initially called for in Valdés-Fallis' and García-Moya's Teaching Spanish to the Spanish Speaker: Theory and Practice[1] and continued in our National Endowment for the Humanities Summer Institute on the Teaching of Spanish to Native Speakers of Spanish. The syllabus is intended for a first year SNS course at a public, urban university in the Northeast, and as such has specific, concrete applicability to similar settings. Its aim, however, is wherever possible to transcend the inherent limitations of the form and increase its usefulness to other situations. It seeks to do this by proposing the gradual implementation of Valdés-Fallis' Comprehensive Language Development Program,[2] to date the best developed plan for teaching Spanish to bilingual hispanophones.

LEVEL OF INSTRUCTION

The Department of Foreign Languages and Literatures at John Jay College of Criminal Justice of the City University of New York (CUNY) has a program specifically designed for bilingual Spanish-speaking students which consists of four one-semester courses divided into one first year and one second year sequence. At the elementary level the department offers Spanish 111 and 112, "Basic Reading and Writing for Hispanic Students." The intermediate level courses are Spanish 211 and 212, "Intermediate Conversational Spanish for Hispanic Students." The program enrolls approximately 100 students per semester, 95% of which are Puerto Ricans and 5% students from other parts of the Caribbean and Central and South America. Generally the student fits the composite given in the 1976 Report of the Civil Rights Commission: "He is more likely to be male than female and from a low income family. He is the first in his family to go to college and is somewhat older than the average student, as he may have worked or completed military service prior to entering college. . . . he commutes to class . . . he is receiving financial aid, probably from a variety of sources. He is majoring in the social sciences . . . and he is severely handicapped by earlier educational deficiencies, particularly communication skills."[3]

This austere portrait is balanced by what have to be considered positive traits: his strong "anti-colonialist" attitude and his even stronger desire to maintain his cultural and linguistic identity. Students in the basic sequence are generally second generation Americans, natives of foreign or mixed parentage, and as such are subordinate bilinguals, English being the dominant language. Older students are often first generation: they were born in Spanish America and arrived in the U. S. at a pre-school age. In their spoken language they approximate coordinate bilingualism. Both groups demonstrate a strong interest in maintaining the Spanish language, although it suffers a high degree of English interference. Students entering the SNS class are very conscious of their needs and goals in regard to Spanish: they want to learn to read and write "well." They bring a cultural interest as well as a vocational interest, since the nature of their work (as policemen, firemen, mailmen, clerks, petty bureaucrats, therapists, paraprofessionals in education, secretaries, etc.) puts them in almost daily contact with Spanish through forms and documents, monolingual clients and tourists.

The New York City public school system currently requires an eighth grade reading level of its high school graduates. This information, though scant, provides a minimum index toward determining the reading level that the program in Spanish may aim to attain.

Prospective students are given, during registration, a simple placement examination which consists of the reading of a paragraph drawn from a basic reader for monolinguals. They are additionally engaged in an informal conversation to establish whether in fact they possess the speaking and understanding ability required for admission to the first semester of SNS. Those who have had formal instruction in a Spanish-speaking country, as well as those who have completed the first year sequence, are directed to the elective intermediate courses. Students are granted credit (and therefore exempted from the language requirement) if they demonstrate, by means of an examination, a level of proficiency equivalent to second semester Spanish.

Spanish 111-112 is a two semester course. Its catalogue description is as follows: "A course for Hispanic students who have a speaking knowledge of Spanish but who need practice in reading and writing. Written work based on brief prose selections. The two consecutive terms fulfill the one year language requirement. No credit for 111 unless 112 is completed. Prerequisite: placement examination. Each 3 hours, 3 credits." It is important to note that this is not a remedial course but rather an elementary sequence designed to provide essential skills, not upgrade them.

There are sixteen weeks in the semester, and the 75 minute classes meet twice per week. There is no language laboratory, but classroom facilities include a video and intercommunication system wired to the audio-visual aids center.

COURSE PURPOSES

The theoretical and philosophical justification of the SNS course here described is patterned after the "Basic Philosophical Considerations" articulated in Valdés-Fallis' "A Comprehensive Approach to the Teaching of Spanish to Bilingual Spanish-Speaking Students."[4] Fundamental premises include a commitment to using the standard dialect as both medium and subject of instruction; a realization of the need to make the students aware of sociolinguistic factors at work in monolingual

and bilingual milieux, and the express adherence to the cause of cultural pluralism as defined by LaFontaine:

> Our definition of cultural pluralism must include the concept that our language and our culture will be given equal status to that of the majority population. It is not enough simply to say that we should be given the opportunity to share in the positive benefits of modern American life. Instead, we must insist that this sharing will not be accomplished at the sacrifice of all those traits which make us what we are . . . 5

These educational principles determine the specific responsibilities of the program: to develop in the student native competence equivalent in every sense to his English language proficiency; to make his aware of the uses of language in the community of which he is a part and to enhance his understanding of self and of his cultural heritage. These responsibilities, stated in specific behavioral terms, generate the terminal objectives described in the following section.

TERMINAL COURSE OBJECTIVES

In general terms, course objectives are understood as answers to the following questions: what does the student learn in Spanish 111-112? what can he do with what he has learned? what are his feelings and attitudes toward what he has learned? and, have his attitudes and self-image changed as a result of this experience?[6] Stated differently, terminal course objectives define the cognitive and affective development to be achieved. Developing in the student a level of native competence equal to his proficiency in English means the acquisition of skills (in Valette and Disick's hierarchy of language behaviours) at stage four, the level of "communication," that is to say, the ability to read unfamiliar material fluently and with understanding, and the ability to communicate one's thoughts in writing. The student is able to answer questions on a passage read, and he can summarize the contents orally or in writing. He can identify the important facts, ideas or events from the material read, and he can define selected words from the reading selection. He can write a 200 word composition with less than ten grammatical or spelling mistakes and with some attention to content and organization on a topic of

his or the insturctor's choice. Attainment of these reading and writing levels presupposes a logical progression from basic mechanical to knowledge and transfer skills. The student must be able to perform tasks of recall and application of the constraints imposed by the grammar of the standard varieity of Spanish (i.e., the instrument of classroom communication in this instance) in order to develop competence in self expression.

Exposure to written and spoken standard Spanish throughout the development of the four skills serves to foster in the student an awareness of the differences between the two varieties, their functions within a speech community and its various domains, the arbitrary values the community assigns to them, and the consequences that result from disregarding these values. Such exposure enables him to identify prose passages as belonging to the standard or the popular variety and to "rewrite," orally or on paper, passages which include code- (register- or lect-) switching. This healthy relativization of language varieties encourages a positive attitude in the student as he becomes aware of the Manichean distorsion employed by those who view language in terms of "good and evil." Other affective terminal objectives are to be fulfilled through reading selections that build up skill, as they focus on themes that are related to the Hispanic population of the United States. This selectivity does not preclude the inclusion of materials of general interest; being able to read for pleasure is as valid a goal as being able to read for information.

At the end of the course the student should have internalized a clear concept of his people and his culture, and should be able to demonstrate such awareness by his comprehension of reading passages and the composition of short written essays that express his feelings and ideas about them.

PERFORMANCE OBJECTIVES

A preliminary consideration of what is meant by performance objectives (what the student can do at a given moment, the sequential tasks he can perform in order to arrive at the terminal objective) results in paradox not unlike the one that explains why Achilles will never overtake the turtle. Necessarily, then, a list of performance objectives will include only significant tasks which the student

can realize on his path toward the terminal objective.

If the student is to be able to express his thoughts in writing to the degree of producing a 200 word composition with less than ten spelling or grammar errors, it follows that one performance objective to reach is the ability to spell; another is development of vocabulary, and a third is the knowledge of the constraints that written language imposes on the oral, i.e., the grammar rules of the standard dialect. Significant objectives related to the first skill are the following:

When given dictation of words that include ll, rr, g, h, j, q, etc., the student can spell such words correctly.
Criterion: 100% of the words will be spelled correctly.

The student can spell correctly words dictated to him that combine vowels with the above and other consonants; he can recognize and isolate spelling errors in sentences that he reads, and he can correct such errors.
Criterion: 100%

Given a list of words, the student can underline the words that contain diphthongs.
Criterion: 100%

The student can spell correctly words containing diphthongs when given dictation of words and or sentences.
Criterion: 100%

The student can analyze words presented orally or in writing to determine whether an accent is needed, and he will write the accent correctly.
Criterion: 100%

It must be noted that aspiration of the /s/, the substitution of /r/ with /l/, and the weakening or interchange of other consonantal segments in "lowland" spoken Spanish constitute spelling problems that do not occur among speakers of other regions. Therefore, skill development must include the following objectives:

When given dictation of words that include /l/ and /r/ the student can spell such words correctly.
Criterion: 100%

The student can spell correctly words containing and aspirated /s/ when given dictation of words and/or sentences.
Criterion: 100%

When presented with written sentences, the student can proofread them to correct mistakes of /l/ and /r/ substitution.
Criterion: 100%

Developing the vocabulary of the student is an objective closely associated with internal reception and comprehension skills, and it may best be considered in conjunction with performance objectives in reading-transfer skills.

Knowledge of grammar, on the other hand, is held to be a necessary objective to achieve for enhancement of the writing skill inasmuch as grammar knowledge enables students to codify the morphology and syntax of written Spanish. Essentially, then, performance objectives in these areas are goals whose attainment indicates whether the student understands and can express himself within the limitations imposed by modes of writing. Stated in terms of objectives, the following should be fulfilled:

The student can establish agreement between article and noun, pronoun and antecedent, and noun and adjective, and he can fill in the blank correctly when given incomplete forms within a sentence.
Criterion: 100%.

The student is able to identify the principal word classes (noun, pronoun, verb and its auxiliaries, adjective) by underlining the class requested.
Criterion: 90%

Given the infinitive of a regular or irregular verb, the student can fill in the blank with the correct form, accounting for agreement, tense and mood.
Criterion: 90%.

Given a list of sentences, the student can rewrite the verb in the tense requested.
Criterion: 90%.

The student is able to proofread sentences which include incorrect forms of the various tenses of the indicative and the subjunctive moods.
Criterion: 90%.

Given instruction as to the tense he is to employ, the student can write correct sentences.
Criterion: 90%

In reading, the stated terminal objective is the ability to read Spanish materials fluently and with understanding. Performance objectives that lead to it are the following:

The student is able to read without hesitation a list of high frequency words.
Criterion: 100%

Given twelve lists of six words each arranged horizontally, the student is able to mark each repetition of the key word given on the margin. Time limit: 90 seconds.
Criterion: 100%

Given a list of thirty phrases, the student is able to mark the number of times a key phrase appears. Time limit: 90 seconds.
Criterion: 100%

Given 15 lists of five words, the student is able to select from each list a synonym for the key word given on the margin. Time limit: 90 seconds.
Criterion: 100%

Given a list of 15 terms to define, the student can underline the definition from a list of four alternatives. Time limit: 90 seconds.
Criterion: 100%

Given a list of ten transitional phrases, the student is able to select a phrase of similar meaning from three choices provided. Time limit: 90 seconds.
Criterion: 90%

The student can provide a synonym or a definition from a key word found in the context of a short passage without the aid of a dictionary.
Criterion" 90%

Given a sentence, the student can identify alternative ways of expressing its meaning in different words.
Criterion: 90%

Given a reading selection, the student is able to answer multiple choice questions about the main idea of each paragraph or of the entire selection, along with questions about the supporting details, and he can express in writing his personal reaction to the passage read.
Criterion: 90%

Given a passage to read, the student is able to apply the reading strategies of the formula "Survey-Question-Read-Repeat-Review" and can answer, in writing, questions on the content without recourse to the selection.
Criterion: 90%

The student is able to scan an index or a dictionary, and he can answer specific questions on the information gathered.
Criterion: 100%

Given a news item from a newspaper, the student is able to provide correct answers to the questions who, what, where, when, and why.
Criterion: 100%

METHODOLOGY AND COURSE ACTIVITIES

The materials and exercises that make up the program of activities in Spanish 111-112 are centered around the use of Guadalupe Valdés-Fallis' and Richard V. Teschner's Español escrito: curso para hispanohablantes bilingües (New York: Charles Scribner's Sons, 1978).

The material found in this book will be divided equally among the two semesters of which the course consists. The "Learner's Edition" of Comprendamos mejor 1,2, and 3 (Los Angeles Unified School District Spanish Developmental Reading Task Force's Leamos: Spanish Developmental Reading. Fundamental State: Advanced, St. Paul, Minn.: Paul S. Amidon and Associates, Inc., 1978) will be used during the first semester for the development of reading skills. Supplementary materials will be obtained from the college library, the school's audiovisual aids department and from the abundant Spanish-language sources that are available to the public in a large urban center such as New York: radio broadcasts, television programs, newspapers, periodicals, consumer information pamphlets, travel agencies' brochures, etc.

The present policy of the department does not permit total flexibility in the achievement of specific objectives. This factor imposes some limitation on the degree of individualization of instruction that can be implemented. The framework that is utilized is the adaptive method proposed by Steiner[7] or Logan's Method Number Two,[8] which in its outer form does not differ from the traditional lock-step procedures--that is, all students must achieve a given objective at the same time--but, internally at least, offers some flexibility, since it allows the students to learn at their own pace, although slower individuals must spend more time in fulfilling a given performance objective. Individualization of instruction is realized to the extent that the instructor provides materials for activities in which the student can engage individually or in small groups to free the instructor to attend to the needs of individuals.

EXAMINATIONS

Examinations are of two types: those which test whether a specific objective has been achieved (criterion-referenced tests) and achievement tests that help to determine the letter grade earned in the course. The first type will be administered at least once per week. Since they are not for grading purposes, these are exams given in order to help the student ascertain at what degree of mastery he has arrived vis à vis a specific objective, and whether he feels he can improve his performance by dedicating more time to the mastery of the objective. If he decides on the latter, he will be given additional work and subsequently will be given another criterion-referenced examination. Achievement tests will be administered six times during the semester. There will be a midterm, a final examination, and four quizzes. The final course grade is to be computed as follows: midterm, 20%; final, 25%; four quizzes, 40%, and class participation, attendance and assignments, 15%. The midterm and the final are comprehensive achievement examinations, while the quizzes will serve as monitoring devices that will evaluate immediately previous objectives.

NOTES

[1](San Antonio: Trinity University, 1976) p. vi.

[2] "A Comprehensive Approach to the Teaching of Spanish to Bilingual Spanish-Speaking Students," Modern Language Journal, 57, No. 3 (March 1978) pp. 102-110.

[3]Puerto Ricans in the Continental United States: An Uncertain Future (Washington, D.C.: U.S. Commission on Civil Rights, 1976), pp. 123.

[4]MLJ, 57, No. 3 (March 1978), pp. 106-107.

[5]Puerto Ricans in the Continental United States, p. 103.

[6]This discussion about course objectives employs the terminology of Rebecca M. Valette and Renee S. Disick, Modern Language Performance Objectives and Individualization: A Handbook (New York: Harcourt, Brace, Jovanovich, 1972). pp. vii, ff.

[7]Florence Steiner, Performing with Objectives (Rowley, Mass.: Newbury House Publishers, 1975), pp. 24-25.

[8]Gerald E. Logan, Individualized Foreign Language Learning: An Organic Process (Rowley, Mass.: Newbury House Publishers, 1973), pp. 32-35.

SPANISH FOR NATIVE SPEAKERS

LOS ANGELES UNIFIED SCHOOLS

SUGGESTED SYLLABUS ALONG WITH

RATIONALE, BIBLIOGRAPHY, ETC.

Ronald B. Melton

Career and Community Education

Los Angeles Unified Schools

TEACHING TEACHERS ABOUT SNS:

A PROPOSED GUIDE FOR THE ORIENTATION OF BILINGUAL TEACHERS TO THE TEACHING OF SPANISH TO NATIVE SPEAKERS OF SPANISH

Accepting the premise that the teaching of Spanish to the native speaker requires a point of view and a methodology based on the particular learning needs of the SNS student, it follows that training programs for existing personnel must be implemented to meet the educational needs of these Spanish speakers.

The following guide is a starting point within the Division of Career and Continuing Education of the Los Angeles Unified Schools to orient the bilingual and the Spanish-as-a-foreign-language teacher to the language learning needs of

1. the monolingual Spanish speaker who seeks literacy in his own language
2. the Spanish-English bilingual whose functional Spanish skills may exist at minimal proficiency levels.

The proposed orientation course for teachers of Spanish to native speakers of Spanish will encompass seven principal areas of study. These areas contain the basic competencies---knowledge, skills and attitudes---which teachers should demonstrate to be able to function effectively in their role in the total language skill acquisition process of the SNS learner.

The prospective SNS teacher should acquire a basic understanding of the topics in each area of the study guide. The total number of class hours for the training program will be left to the discretion of the training teacher based on number of days, hours and other limitations imposed on the scheduling of in-service workshops.

I. RATIONALE FOR SNS CLASSES

It is important that the competent teacher understand the rationale for SNS program based on the following concepts:

- -how the SNS program fits into existing bilingual programs.
- -why it is basic to the philosophy of SNS that the student has a right to instruction in a language he already speaks.
- -why language learning of SNS students is currently not being met in classes where their native tongue is taught as a foreign language.
- -why competency in one's native language is a personal, community and national asset.

The following bibliography constitutes a minimum reading list for topics introduced in section I-RATIONALE. These topics will serve as a basis for class assignments and subsequent discussion stimuli.

Gaarder, A. Bruce, et.al. "Teaching Spanish in School And College to Native Speakers of Spanish." Hispania 55.619-631 (1972).

García-Moya, Rodolfo. "Teaching Spanish to Spanish Speakers: Some Considerations For the Preparation of Teachers." In Teaching Spanish to the Spanish-Speaking in the United States, pp. 119-128. Edited by Guadalupe Valdés-Fallis and Rodolfo García-Moya. San Antonio, Texas: Trinity University, 1976.

Magaña, Concepción L. "The Necessity of Order in the Teaching of Spanish to Native Speakers." Hispania 53.538 (1970).

Sánchez, Rosaura. "Spanish for Native Speakers at the University: Sugerencias." In Valdés-Fallis/García-Moya, 1976, pp. 95-107.

Valdés-Fallis, Guadalupe. "Pedagogical Implications of Teaching Spanish to the Spanish-Speaking in the United States." In Valdés-Fallis/García-Moya, 1976, pp. 3-27.

II. LANGUAGE

The SNS teacher must achieve a basic understanding of the following linguistic concepts as related to the nature of language learning in both an individual and socially defined setting:

- -how one becomes and remains bilingual
- -how important is the role of language in a bilingual home, school and community
- -how the local dialect differs from and is similar to 'standard' Spanish--contrastive descriptions
- -how the concept of language registers and language domains can have bearing on our teaching methodology
- -how 'code-switching' occurs in the language of Hispanic bilinguals and why
- -what is meant by the concept of 'language maintenance'

The following bibliography for section II-LANGUAGE includes many selections dealing with dialectology, language planning, sociolinguistics, and bilingualism:

Bills, Garland D., editor. Southwest Areal Linguistics. San Diego, California: Institute for Cultural Pluralism, 1974.

Bowen, Donald J. and Jacob Ornstein, editors. Studies in Southwest Spanish. Rowley, Mass.: Newbury House Publishers, 1976.

Fishman, Joshua A., et.al. "Bilingualism in the Barrio," The Modern Language Journal, 53:3, March 1969. (Entire issue.)

Haugen, Einar. The Ecology of Language. Stanford, California Stanford University Press, 1972.

Hernández-Chávez, Eduardo, Andrew D. Cohen and Anthony F. Beltramo, editors. El Lenguaje de los Chicanos: Regional and Social Characteristics of Language Used by Mexican Americans. Arlington, Virginia: Center for Applied Linguistics, 1975.

Sánchez, Rosaura. "Nuestra circunstancia lingüística." El Grito 6.45-74 (1972).

Teschner, Richard V., et.al. Spanish and English of the United States Hispanos: A Critical Annotated, Linguistic Bibliography. Arlington, Virginia Center for Applied Linguistics, 1975.

Weinreich, Uriel. Languages in Contact: Findings and Problems. 8th printing (1953; the Hague/Paris: Mouton, 1968).

III. LEARNER

Basic to the understanding of SNS students is the need for teachers to recognize the validity of the linguistic skills which bilingual or monolingual SNS students already possess. From here we may focus on the linguistic and sociological dimensions of the larger speech community studied under Section II as they affect the individual student enrolled in the SNS language arts or literacy program. Important questions to ask are:

- -has our study of linguistics/sociolinguistics supplied us with any data with which to predict how the learning process will take place within the context of language development in the bilingual and monolingual Hispanic student?
- -will the adult bilingual transfer any positive skills from his education in English to his acquisition of Spanish language skills?
- -how should the teacher go about building self-confidence in the adult taking basic literacy courses?
- -what is the student's self-concept of his dominant language? of his second-language?
- -how supportive are the home, school and community environments in the student's endeavor to develop Spanish language skills?

The following bibliographical listing focuses on the effect of language learning on the individual learner. Although much of the data is concerned with the language acquisition of bilingual children, basic concepts of language learning and language behavior are also discussed.

Digneo, Ellen Hartnett, and Tina Shaya, editors. "Teaching Spanish to the Spanish-Speaking Child, 1965-1968. Report." New York: Ford Foundation, 1969.

Lastra de Suárez, Yolanda. "El habla y la educación de los niños de origen mexicano en Los Ángeles." In El Lenguaje de los Chicanos, pp. 61-69. Edited by Eduardo Hernández-Chávez, et.al. (1975)

Sawyer, Janet B. "Spanish-English Bilingualism in San Antonio, Texas." In El Lenguaje de los Chicanos, pp. 77-98.

Solé, Yolanda R. "Language Attitudes Towards Spanish Among Mexican American College Students." Journal of the Linguistic Association of the Southwest 2:2, 37-46 (June, 1977).

Vallejo, Bernardo. "Linguistic and Socio-Economic Correlations in the Spoken Language of Mexican-American Children." In Studies in Southwest Spanish, pp. 165-182. Edited by J. Donald Bowen and Jacob Ornstein (1976).

IV. TEACHER

The qualifications of the SNS teacher must cover both the cognitive and affective domains. The knowledge and competency in SNS methodology must by nature include a sensitivity on the part of the teacher to and an awareness of the learning problems of SNS students. The point made by Atilano A. Valencia (1977) concerning the training of bilingual education teacher may be applied to our SNS situation: "...merely being bilingual does not necessarily mean that a teacher has knowledge (of) or can exhibit teaching skills in a bilingual instructional program... neither should it be assumed that teachers already operating in bilingual education classrooms have attained optimal perfection as bilingual-

bicultural education teachers."[1] Both Gaarder (1972) and Olstad (1973) indicate that the attitude of the SNS teacher toward the student's language behavior is crucial, and that it must be positive and supportive. Essentially, the following two basic questions concerning teacher preparation must be resolved:

1. What linguistic and non-linguistic competencies should the SNS teacher possess?

2. What knowledge of effective teaching methodologies must the SNS teacher have to carry out instruction in the basic language skills of Spanish?

BIBLIOGRAPHY

Baecher, Richard E. "Enhancing Spanish Bilingualism Through an Educational Cognitive Style Methodology." In Teaching Spanish to the Spanish Speaking: Theory and Practice, pp. 153-168. Edited by Valdés-Fallis and García-Moya (1976).

Gaarder, A. Bruce, et.al. "Teaching Spanish in School and College to Native Speakers of Spanish." Hispania 55:619-631 (1972).

Olstad, Charles. "The Local Colloquial in the Classroom." In Bilingualism in the Southwest, pp. 51-66. Edited by Paul R. Turner. Tucson: University of Arizona Press, 1973.

Santa Cruz Bilingual Education Design: A Teacher Training Program. Tucson, Arizona: University of Arizona Press, 1977.

Ward, James H. "Spanish Teachers and Spanish-Speaking Minorities." Hispania 55:893-895 (1972).

V. LEARNING TASKS OF SNS STUDENTS

Appropriate behavorial objectives with regard to the acquisition of reading skills, writing skills and oral expression skills will have to be developed for the adult SNS learners in the Los Angeles Schools. The behavioral objectives as outlined by Valdés-Fallis (1978) would be applicable and provide

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[1] Atilano A. Valencia, Implementing Bilingual/Bicultural Education: An Educator's Guide (Berkeley, California: Bahía Productions, 1977), p. 25.

a working model for curriculum development for local educational needs. Behavioral objectives for learning tasks in the cognitive domain, e.g., acquisition of basic language skills, are easier to develop and assess than those dealing with affective behavior (for example, acquiring a sense of pride of one's own language and cultural heritage).

Furthermore, language skills with a clear vocational aim will have to be developed since many bilingual students are looking for marketable skills, such as the acquisition of written communication skills to obtain employment in the import-export field, or the development of oral expression in the standard dialect to gain employment in tourism, health, or retail sales fields.

The following readings deal primarily with the development of curriculum and methodologies appropriate to SNS learners:

Altman, Howard, ed. Individualizing the Foreign Language Classroom: Perspectives for Teachers. Rowley, Mass.: Newbury Hourse, 1972.

Los Angeles Unified School District Spanish Developmental Reading Task Force. Leamos: Spanish Developmental Reading Fundamental State: Advanced. St. Paul, Minnesota: Paul S. Amidon and Associates, Inc., 1978.

Mines, Rosa F. "Teaching the Bilingual Student: What Works and What Doesn't." In Teaching Spanish to the Spanish Speaking: Theory and Practice, pp. 109-118. Edited by Valdés-Fallis and García-Moya (1976).

Valdés-Fallis, Guadalupe, "A Comprehensive Approach to the Teaching of Spanish to Bilingual Spanish-Speaking Students." Modern Language Journal 62:102-110 (1978).

_____ and Richard V. Teschner. Español escrito: curso para hispanohablantes bilingües, 1978.

Valencia, Atilano A. Implementing Bilingual/Bicultural Education: An Educator's Guide. Berkeley, California: Bahía Productions. 1977.

VI. ASSESSMENT OF LANGUAGE COMPETENCIES

For the SNS teacher, assessment techniques may involve both formal and informal measuring instruments. These will be utilized, according to their appropriateness, to:

1. correctly place the student in the SNS course study
2. diagnose language skills
3. establish levels of proficiency.

The measurement of language competencies and proficiencies is needed to determine the students' progress in acquiring language skills. If students go on for further study at the college level of enter the job market, certain schools and companies will require a determined level of proficiency on the students' part before hiring them or admitting them to programs. A case in point is the oral proficiency test administered to Los Angeles municipal and county workers hired as bilingual employees.

The following bibliography deals primarily with the informal assessment techniques of language acquisition. The Cohen article is included for its methodology of measuring language maintenance even though it may not apply directly to the educational assessment needs of SNS students. The Valdés-Fallis/ Teschner text should be consulted to study their techniques of reading-writing skills assessment.

Cohen, Andrew D. "Assessing Language Maintenance in Spanish-Speaking Communities in the Southwest." In El Lenguage de los Chicanos, pp. 202-219.

Natalicio, Diana S. and Frederick Williams. Repetition as an Oral Language Assessment Technique. Austin, Texas: Center for Communication Research, 1971.

Mazón, Manuel Reyes. "Oral Language Assessment Training: A First Field Test of Instructional Modules." In Southwest Areal Linguistics, pp. 293-308. Edited by Garland D. Bills, 1974.

Valette, Rebecca M. Modern Language Testing. New York: Harcourt Brace Jovanovich, 1967.

Valette, Rebecca M. and Renee S. Disick. Modern Language Performance Objectives and Individualization Handbook. New York: Harcourt Brace Jovanovich, 1972.

VII. SUGGESTED BIBLIOGRAPHY OF READINGS FOR SNS TEACHERS

SNS teachers should be aware of the scope of their field, not only in current methodologies and research but also of practical materials which may be readily applicable to their specific needs. The following represents a partial listing of suitable bibliographical sources:

TEXTS

Arce, Eugene, et.al. Español para alumnos hispanohablantes: Niveles I y II de secundaria. Austin, Texas: Texas Education Agency, 1970.

Barker, Marie Esman. Español para el bilingüe. Skokie, Ill.: National Textbook Co., 1971.

Leamos amigos. Programa de enseñanza elemental de adultos. Hato Rey, Puerto Rico: Departamento de Instrucción Pública, 1973.

Valdés-Fallis, Guadalupe and Richard V. Teschner. Español escrito: Curso para hispanohablantes bilingües, 1978.

CULTURAL DIMENSIONS

These readings reflect Chicano experience in the Southwest United States.

Castañeda Shular, Antonia, et.al., eds. Literatura Chicana: Texto y Contexto. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Hernández, Carrol et. al., eds. Chicanos: Social and Psychological Perspectives. 2nd edition. St. Louis, Mo.: The C. V. Mosby Company, 1976.

Ludwig, Edward and James Santibáñez, eds. The Chicanos: Mexican American Voices. Baltimore: Penguin Books, 1971.

McWilliams, Carey. North From Mexico: The Spanish-Speaking People of the United States. New York: J. P. Lippincott Co., 1961.

Miller, Elaine K. Mexican Folk Narrative From the Los Angeles Area. Austin, Texas: University of Texas Press, 1973.

Ortego, Philip D., ed. We Are Chicanos: An Anthology of Mexican American Literature. New York: Washington Square Press, 1973.

Paredes, Américo, and Raymond Paredes, eds. Mexican-American Authors. Boston: Houghton Mifflin Co., 1972.

Pitt, Leonard. The Decline of the Californios. Berkeley: University of California Press, 1966.

Robe, Stanley L., ed. Antología del saber popular: A Selection from Various Genres of Mexican Folklore Across Borders. Los Angeles: Chicanos Studies Center at UCLA, 1971.

Tatum, Charles M. A Selected and Annotated Bibliography of Chicano Studies. Manhattan KS: Society of Spanish and Spanish American Studies, 1976.

Trejo, Arnulfo D., comp. Bibliografía de Aztlán: A Guide to Information Sources. Detroit: Gale Research Co., 1975.

SPANISH FOR NATIVE SPEAKERS AT RUTGERS UNIVERSITY: SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

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I

BACKGROUND OF SNS AT RUTGERS COLLEGE

The Spanish Program at Rutgers College

Rutgers has four basic levels of Spanish course work. The lowest (100 level) encompasses the four semesters of beginning and intermediate language; the second (200 level) includes basic composition and conversation courses as well as introduction to literature. Advanced language (i.e., grammar and stylistics, applied linguistics, conversation) and literature are at the 300 level, with graduate language and literature at the 400 level. Scores received on an obligatory placement determine the level at which a student may begin study. Although far from an adequate instrument, the placement test generally accomplishes its task for most students with some degree of accuracy. Placement for hispanic students has been problematic, however.

The Hispanic Student

Out of approximately 650 students enrolled in the 100-300 level courses in any one semester, perhaps 100 of these are native speakers of Spanish. The majority are Puerto Ricans from the New York area; the next most numerous group are Cubans, followed by one or two representatives from each of various Latin American countries.

Language proficiency of these students is generally uneven. Their listening skills are good, reading and writing skills almost completely undeveloped, and oral skills vary considerably from individual to individual. Due to their strong aural ability, their scores on the placement exam are usually inflated, placing them at the 200 or 300 level. However, a lack of developed grammatical and composition skills makes it difficult for most of them to perform well at the 300 level; nevertheless, at the 200 level, their speaking skills demoralize their non-hispanic classmates, while the grammar "review" does not address itself to their particular weaknesses. Clearly, then, the hispanics formed a group of students for whom the departmental structure offered little in terms of a viable developmental sequence: they were too good for the intermediate courses, but not good enough for the advanced.

The SNS Course at Rutgers

In the fall of 1976 a special course for the hispanic student was implemented. The course was officially described as follows:

Spanish 225: Grammar and Composition for Native Speakers

Intensive training in grammar and written Spanish for Spanish speaking students with no prior formal study of the language.

Approved as a one-semester course, Spanish 225 was intended to keep hispanic students out of the basic conversation courses (as well as any 100 level course), and to prepare the student for any 300 level literature or language course.

Spanish 225 has now been expanded to a two-semester course, both to include more material and also to accommodate the range of individual differences among the hispanic student population. Pre-testing at the beginning of 225 will then determine whether a student need take both semesters or may pass on to 226, or even to the 300 level directly.

II

THE REVISED SNS PROGRAM

Spanish 225 was originally understood by most departmental members as a remedial language course intended to "fill in the gaps"and to correct errors in spelling and usage. Since most hispanic students who are reared in this country are fluent in Spanish only within the limited domains of home and immediate community, there are indeed gaps to be filled. Critical thinking, reading and writing will have been done almost entirely in English. Most students thus do not have the vocabulary or the practice to "be intellectual" in Spanish. Their lack of confidence has been reinforced by being informed that they speak "bad Spanish," or being criticized for recurring to English borrowings or code-switching. It is not surprising that many hispanic students have a very negative self-image and even hesitate to identify themselves as "native speakers."

The intent of the revised SNS course to be offered in the fall and spring of 1978-79 is suggested by the comprehensive model proposed by Valdés-Fallis (1978). According to this model, the goal of the SNS course must be expanded from "stamping-out" errors to the "overall development of total proficiency as characteristic of educated speakers of any language" (p.106). The development of this overall proficiency includes the following:

1. development of student's ability to think and read critically in Spanish
2. development of skills of logical, organized expression in written composition
3. development of awareness of differences between spoken and written language
4. development of awareness of how language functions and of the relationship between his own socio- and geographo-lect and standard Spanish.

These general goals can be further broken down into specific objectives for each of the two semesters of the course.

FIRST SEMESTER (SPANISH 225)

I. Objectives

A. Grammatical awareness: During the first semester the student will be introduced to basic concepts of traditional grammar such as the components of a sentence, the gender and number of nouns, adjective concordance, subject-verb concordance and the verb conjugations of the indicative mood. This knowledge is intended both as aid to helping the student organize and interpret data about the way the Spanish lnaguage works, and also to help him to identify differences and similarities between his own dialect and the standard language, and between spoken and written registers. This aspect of the course will be particularly useful to those students who intend to go on to teach Spanish.

At the end of the first semester the student who has acquired this grammatical knowledge will be able to:

1. identify the following parts of speech: noun, verb, article, adjective, adverb, pronoun
2. classify word groups as sentences or fragments and provide structurally corrected versions of each non-sentence
3. locate and correct the grammatical error in a sentence
4. provide the proper standard language verb form, given a sentence in which the non-standard verb form is underlined and conjugated in a particular tense
5. change the verb form, given a sentence in which the form is underlined and then supplied with a new subject.

B. Reading skills

1. Development of literal comprehension skills: these skills include the ability to skim an unfamiliar reading and grasp its "gist" or central idea, and also the ability to glean the major details (i.e., who, how, why, where, when) from a reading selection, whether of a journalistic or a literary nature.

   At the end of the first semester the student who has developed these skills should be able to:

   a. state the main idea of an unfamiliar reading passage without use of a dictionary
   b. choose from among several alternatives the probable meaning of an unfamiliar word given within a linguistic context (sentence or paragraph) whose meaning the student understands
   c. answer specific questions on the content of an unfamiliar reading selection (who, what, where, why, when)
   d. provide synonyms or related words for vocabulary items taken from the five vocabulary units studied during the semester.

2. Development of critical comprehension skills: critical comprehension implies literal comprehension of a reading passage and involves further the ability to analyze and make judgments about the selection.

   At the end of the first semester, the student who has developed these skills should be able to:

   a. distinguish specific from generalized statements, given a series of such statements

   b. identify the relevant supporting data for a particular generalization, given the generalization and a list of related statements

   c. identify as "fact" or "inference" a statement based on a reading selection whose meaning the student understands

   d. identify a sentence as a "cause and effect" relationship, given a series of such sentences.

C. Composition skills

1. Development of basic spelling skills: the nature of these skills is derived from Valdés-Fallis (1978) and includes the following components: learning of sound/letter correspondences in Spanish, including learning to spell correctly words containing sounds which have more than a single letter representation (e.g., b/v, ll/y), awareness of differences between spoken and written language, and learning to use the written accent.

   At the end of the first semester the student who has mastered these skills will be able to:

   a. write a 100-word dictation with fewer than 3 orthographic errors

   b. write an original in-class composition of approximately 100-150 words with fewer than 3 orthographic mistakes. The composition may be written with the aid of a dictionary.

2. Development of basic composition skills: these skills are complex and involve training in logical, critical thinking as part of the process toward clear expression. These "thinking skills" are also involved in developing the abilities of critical comprehension, i.e., the student must learn to distinguish generalizations from specifics, facts from inferences, causes from effects, and effects from simply chronological events. He must also learn to manipulate various organizational techniques and vocabulary or phrases typical of written Spanish to be able to express himself in fluent and orderly fashion.

   Following a model suggested by Lawrence (1974), the student who has developed these skills should be able to:

   a. provide appropriate Spanish words or phrases to relate given sets of ideas in the following ways:

      i. fact ⟶ inference
      ii. (reverse) chronological order
      iii. comparison and contrast
      iv. cause and effect

b. write an original in-class composition (approximately 100-150 words) which

i. begins with a generalization
ii. expands and substantiates the generalization with relevant specifics
iii. employs at least two of the structure words or phrases taught during the semester which are used to ease idea introduction and transition.

II. Materials

A. Primary texts

1. Valdés-Fallis & Teschner, Español escrito (Scribner's, 1978)
2. Smith, Bermejo Marcos & Chang-Rodríguez, Collins Spanish-English Dictionary (Collins, 1971)
3. Lawrence, Writing as a Thinking Process (U of Michigan Press, 1974) (this book will be used by the instructor, not by the students)

B. Secondary materials

1. short articles excerpted from newspapers and magazines in Spanish
2. four short stories:

a. Ana María Matute, "La Felicidad"
b. Margarita Cota-Cárdenas, "El velorio de Wimpy"
c. Tomás Rivera, "La Nochebuena"
d. Pedro Juan Soto, "Garabatos"

III. Methodology

The basic design of class time use is derived from work done by L.A. Briscoe at the University of Texas at Austin, and is exemplified in his co-authored texts for Spanish as a foreign language, Communicating in Spanish and Lengua y Lectura. Briefly, this system divides each class meeting into a series of short activities. A single instructional point may be practiced two or three times a class, but each practice lasts only 3-4 minutes at a time, and is alternated with practice of other material. During the course of the semester presentation of new material constantly alternates with review of familiar units. This method helps both to keep students active and alert during the class hour, and also ensures more efficient learning and retention of material.

To the greatest extent possible, class activities will be done in small groups, and will be individualized to the particular needs of the students.

A. Teaching reading: Español escrito and exercises suggested by the series Comprendamos mejor will provide the major organization of reading instruction. Students will be taken from word attack skills designed to develop speed of comprehension of familiar words and phrases, through the paragraph comprehension skills of recognizing central ideas and finding specific information. Reading exercises for these literal skills and many

for the critical skills (e.g., distinguishing fact from inference) will be done in class to help control speed and encourage efficient reading strategies. Almost all class meetings will include reading practice. The majority of the reading selections will be simple (and brief) expository prose paragraphs and newspaper excerpts of varying difficulty. Toward the end of the semester the short stories will be introduced, with others added if time allows.

B. Teaching composition: The students will be doing three types of writing during the first semester: the journal, in-class writing exercises and at-home compositions.

1. The journal: judging from past experience with the hispanic student at Rutgers (particularly the freshman or sophomore), most have little or no experience writing Spanish. Experience composing ideas in Spanish is even rarer. To help them begin to feel comfortable expressing themselves in written Spanish and to encourage them to develop perceptive and organizational skills in Spanish under minimal grade pressure, the students will be asked to keep a journal for the whole first semester (for philosophy and format, see Paull and Kligerman, 1973). After explaining the purpose of the journal and discussing examples of good and poor journal entries, students will be asked to make daily journal entries for the first month of the course; entries will then be made twice weekly for the remainder of the semester. The journals will be handed in once every two weeks--not to be corrected or graded, but so adherence to the format may be checked and suggestions or encouragement given to the student. Students will be encouraged to use a loose-leaf journal, and should any particular entry be considered very personal, they are at liberty to remove that page before handing in the journal to me. Although individual entries will not receive a grade, consistent journal entries will be counted in as part of the final course grade.

2. In-class writing exercises: these will consist both of writing practice (i.e., dictations and spelling practices), as well as composition practice. Most of the writing exercises will come from Español escrito, with supplements as needed. The composition exercises are suggested by Lawrence (1974), and will consist of giving the students specific practice in various ways of organizing written material, and introduction and practice of the types of vocabulary and phrases which Spanish uses to accomplish such organization. Use of such phrases will also help the students to begin writing compositions with a "writing vocabulary" instead of a "speaking vocabulary." Frequently the material used to develop critical comprehension skills will be re-cycled to work on composition analysis. Many of these exercises will be supplemented by at-home or laboratory practices of a similar nature. These will be accompanied by answer sheets so students can check their own progress.

3. At-home compositions: short at-home compositions will usually follow the in-class exercises and will encourage the student to comment on class readings or discussions by using the composition

techniques previously practiced. Since the purpose of these composition exercises is to teach the student the close relationship that exists between clear thinking and clear writing and clear writing and successful communication, evaluation of student compositions will be based primarily on the student's having followed the principles of organization and structure previously practiced, and his success in clearly communicating his meaning. During the first half of the course, errors of a grammatical, orthographic, or lexical nature which have received previous attention in class will be underlined, but otherwise ignored unless they actually interfere with communication. These "communicative" errors will be so indicated to the student, and considered as serious mistakes, again so that the student begins to focus on the relationship between clear writing and clear communication. Toward the end of the semester recurrent errors will be taken into account in composition evaluations.

IV. Evaluation

The student grade will be composed of the average of the following five components:

completion of journal..... 5%

completion of in-class exercises, participation in class activities and discussion..... 25%

average of 8 compositions..... 20%

average of 3 exams..... 30%

final exam..... 20%

SECOND SEMESTER (SPANISH 226)

I. Objectives

A. Grammatical awareness: extension and expansion of knowledge gained in first semester with the following additions:

1. distinction between indicative and subjunctive moods, with some practice of the use of the subjunctive
2. extensive practice in syntactic errors such as are found with gustar, object pronouns, and the use of the subjunctive
3. some practice on vocabulary areas which exhibit standard/dialect differences (e.g., suceder ≠ tener éxito; llamar para atrás ⟶ volver a llamar)

B. Reading skills: literal and critical skills will continue to be practiced as readings gain in length and complexity. Also introduced will be affective reading skills to enable the student to

1. comment on tone, purpose and point of view of author
2. discuss plot and character development
3. appreciate literary themes and symbols

C. Composition skills

1. review of spelling and accentuation
2. expansion of composition skills developed in first semester with following techniques of organization and analysis added:
   a. definition and explanation
   b. analogy
   c. personal opinion & refutation
   d. developing and following an outline
3. the general goal of the composition segment of the course is to have the student submit at the end of the course a long (at least 5 pages, typewritten) paper in which he:
   a. makes no more than 3 orthographic errors
   b. constructs and follows an outline according to procedures developed in class
   c. uses at least two of the following rhetorical/organizational techniques
      i. comparison & contrast
      ii. (reverse) chronology
      iii. analogy
      iv. inference
      v. cause and effect
      vi. definition and explanation
   d. uses at least three of the structure words or phrases taught during the course which ease idea introduction or transition

II. Materials

A. Primary texts

1. Valdés-Fallis & Teschner, Español escrito (Scribner's, 1978)
2. Smith, et al., Collins Spanish-English Dictionary (Collins, 1971)
3. Muckley & Vargas, Cuentos puertorriqueños (National Textbook Co., 1976)
4. Lawrence, Writing as a Thinking Process (U of Michigan Press, 1974) (again, to be used by the instructor, not by the students)

B. Secondary materials

1. selected excerpts from newspapers and magazines
2. works of Chicano and Cuban authors that deal with themes comparable to those of Cuentos puertorriqueños

III. Methodology

Teaching of reading and writing will follow closely the methodology presented in first semester with the following changes:

1. it is assumed that a student in second semester has mastered the word and phrase comprehension attack skills, and these will not be included in the second semester
2. the students will no longer be asked to keep a journal
3. whereas in the first semester, the length of reading and writing assignments was kept short (paragraph whenever possible), students will be expected to handle longer assignments, and most written compositions will now be considered "themes" of several paragraphs.

IV. Evaluation

The student grade will be composed of the average of the following four components:

satisfactory completion of in-class exercises & class participation..... 20%

average of 10 compositions..... 30%

average of 3 exams..... 30%

final exam..... 20%

Additional remarks concerning sequencing of activities

Given the general organization of class time (see page 6, Methodology) most components of the course (reading, writing, grammatical practice) should be practiced every class meeting, if only for a few minutes. The following scheme outlines the skills the students will be expected to have acquired at the time of each of the four exams for 225:

September 28: Exam I

Following six classes (9 hours of instruction), the student should be able to:

1. write a 35-40 word dictado made up of words from word attack exercises, vocabulary Unit I, and words containing diphthongs or spelling problems (/k/, /g/) with fewer than 3-4 orthographic mistakes.
2. divide words into syllables, providing the written accent where necessary.
3. identify the main idea of each of two short reading selections, and
4. choose the most probable word meaning for two unfamiliar words found in the above selections, given a list of possible meanings for each.
5. provide synonyms or definitions for words within vocabulary unit I: la familia.
6. order a series of sentences chronologically.

October 24: Exam II

Following six additional classes (18 cumulative hours of instruction), the student should be able to:

1. write a 35-40 word dictado made up of elements from vocabulary units I-III (la familia, el cuerpo humano, la ropa) and words (or word sequences) containing spelling problems (va a ser ≠ va a hacer; y ≠ 11) with fewer than 3 orthographic mistakes.
2. given two short readings, the student will provide for each: the main idea, specific content answers to questions of who, what, where nature, and
3. select the most probable meaning of two unfamiliar words found within these selections, given a list of possible meanings for each.
4. write the correct present indicative verb form, given the subject to which agreement should conform and the verb conjugated with another subject, i.e., yo hablo español (ellos) --- hablan.
5. provide synonyms or definitions for words within vocabulary units II and III.
6. identify statements as being either generalized or specific, fact or inference
7. write a short composition which begins with a generalized statement, proceeds to specifics and includes at least one of the structure words taught in class.
8. identify the following parts of speech: noun, pronoun, verb, adjective.

November 16: Exam III

Following six additional classes (27 hours instruction), the student will be able to:

1. write a 45-50 word dictado with fewer than 3 orthographic mistakes.
2. find in each of two short readings:
   a. general idea
   b. examples of general vs. specific statements
   c. examples of inference
   d. answers to specific content questions
3. select the most probable meaning for two words taken from the two short reading selections, given a list of possible synonyms.
4. provide synonyms or definitions for words taken from vocabulary units III and IV (la ropa, los deportes).
5. change each of the present tense verb forms in a given passage to the correct form of the preterit or imperfect.

6. provide the correct preterit or imperfect form for each of 10 verbs irregular in one of these tenses.
7. distinguish between relevant and irrelevant supporting data for a generalization, given the generalization and a list of related statements.
8. write a short composition which follows one of the organizational techniques thus far presented and employs at least one of the structure words appropriate for the technique the student has chosen.

Final Exam

Will follow five additional classes; total instructional hours: 34.5

Exam will closely follow the outline of skills presented in the objectives (pp.4-6)

III

IN CONCLUSION

The overall goal of the above-described two-semester course is to develop in the student a feeling of confidence and pride in being a bilingual. The exercises and activities are all designed with this in mind: how to help the student expand his competence in Spanish by learning how to use his language critically and creatively. Hispanics in this country are frequently accused of destroying their language, of being responsible for its hybridization and loss of integrity. It would seem impossible for one language to resist enormous change when it not only comes into contact with another language, but is in fact completely surrounded by the other. The surprise is not perhaps that changes have occurred, but that the language has not been overwhelmed and lost completely, as happened with the native tongues of so many of America's immigrant groups. The fact that Spanish doggedly persists in however "impure" a form as the native language of a tremendous number of people in this country is evidence of a strong determination on their part to maintain it. The skills taught in this course are intended to reinforce that determination by giving the hispanic student more reasons, more places, more desire, and more ability to use his language.

IV

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The following is a list of the short stories so far under consideration for inclusion in the first and second semester of 225-26:

Puerto Rican

Muckley, Robert L. and Eduardo E. Vargas, eds. Cuentos Puertorriqueños. (Skokie, Ill: National Textbook Co., 1976). (Most of the stories in this collection will be covered in second semester)

del Toro, Manuel. "Mi padre."

Chicano

Cota Cárdenas, Margarita. "El velorio de Wimpy."

Hinojosa-S., Rolando R. "Aureliano Mora," from Generaciones y Semblanzas (Berkeley, CA: Justa Publications, 1977)

Rivera, Tomás. "Es que duele."

_____. "La Nochebuena."

_____. "La noche estaba plateada."

_____. "No se lo tragó la tierra." (This and above selections from Y no se lo tragó la tierra. Berkeley: Justa Publications, 1971)

Cuban

Cachán, Manuel. "Las tardes imprevistas."

Márquez de la Cerra, Miguel. El gallo cantó, chapter 4.

Martí, José. "Versos sencillos."

Other

García Márquez, Gabriel. "Un día de éstos..."

Matute, Ana María. "La felicidad."

Quiroga, Horacio. "El hombre muerto."

Téllez, Hernando. "Espuma y nada más."

SPANISH FOR NATIVE SPEAKERS AT STATE UNIVERSITY OF NEW YORK AT ALBANY

SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

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at Albany

THEORETICAL AND PHILOSOPHICAL JUSTIFICATIONS

Despite the fact that the Hispanic population in the U.S. is estimated at 20 million, it is only in recent years that special programs have been developed which take into consideration the linguistic, cultural and socio-economic realities of the Hispanic student. It is ironic that while in the rest of the world bilingualism is a symbol of status and the educated elite, in the United States persons who are bilingual have been traditionally encouraged to abandon their language and culture and jump into the American "melting pot." The Hispanic population, which had established communities in what is now the U.S. long before the arrival of the Mayflower, has for the most part tenaciously clung to its language and culture. This has been interpreted as "unamerican" by some members of the dominant Anglo culture. The result is a negative attitude towards the Spanish speaker.

However, with the advent of the civil rights movements in the sixties, Hispanic-Americans have begun to demand an end to racial and cultural discrimination in education, business, etc. Hispanic are clamoring in short for their "slice of the pie." The college level course, "Spanish for the Native Speaker," that will be described in the following pages is an effort to respond to the expressed desire of the Hispanic college student for a Spanish sequence that responds to his abilities and needs.

The bilingual student has been a "misfit" in the Spanish as a foreign language class. The focus of instruction has been the acquisition of audio-lingual skills. The bilingual was bored by the endless pattern drills and grammar explanations, and consequently did poorly in a class where he expected to do well. The teacher faced with 20 Anglos and 3 Hispanics conducted the class in the manner prescribed by the text -- dialogues, drills and explanations of language structure, so as to impart minimal speaking skills. Everyone wondered why the Hispanic student cut class, did poorly on exams, and often failed a course in a language he had been speaking since childhood.

While some may argue that a class restricted to students who demonstrate speaking and comprehension skills acquired in a natural environment is segregationist, the fact remains that this is a necessary type of segregation. The highly developed oral Spanish skills of the bilingual and the Spanish skills of the English monolingual student <u>are</u> different. Therefore, the focus and the method of instruction must be different.

The native speaker controls an informal variety of Spanish, typically the language he spoke before entering school. With the commencement of his formal education in English, Spanish is relegated to a secondary position in his linguistic repertoirs, remaining almost exclusively in the home domain. He has limited access to a formal variety of Spanish. He is infrequently exposed in Spanish to the language standardization effects gained through schooling and the mass media that the American student gets in the U.S. or the Spanish monolingual gets in a Spanish-speaking country. Most of his concepts and abstract thinking are developed in English. The student is generally aware that the language he speaks is not the same variety as is used by educated Spanish speakers expressing themselves in formal registers in public domains. He is aware that the Hispanic minorities do not enjoy a prominent position in the Anglo society. He then relegates his language, and, by extension, his culture and himself, to an inferior position in his hierarchy of values. This creates a conflict in his identity and promotes a poor self-image.

Sociolinguistics teaches us that there is no such thing as a "bad" language -- there are merely a wide variety of registers, styles and prestige or socially stigmatized dialects, each of which is fully appropriate under certain circumstances. One of the basic tenets of an SNS course must therefore be the necessity of creating an awareness of the concepts of "social register" and "dialect appropriateness." The bilingual student already controls the informal register. What he needs is the addition of the more formal ones, along with literacy in his native language. Since he <u>is</u> a bilingual speaker, he must be aware of English interference in his Spanish. He must be taught to keep his two languages apart when functioning in the formal register and in written expression. The total objective of SNS must be to reinforce the self-concept of the bilingual and to develop communicative competence in the standard dialect. As my SNS Institute colleague Ronald Melton, of the Freemont Community Adult School in Los Angeles, concisely expressed it, "Competence in one's native language is a personal, community and national asset."

GENERAL OBJECTIVES

1. Maintain and promote the Spanish spoken natively in the U.S.
2. Promote a greater measure of cultural self-determination.
3. Promote and encourage bilingualism and biculturalism.

4. Bridge the gap between the academic (prestige) dialect and the popular one spoken by native Hispanics.

5. Eliminate the stigma of discouragement, neglect and condescension experienced by native speakers in the traditional foreign language class.

6. Attract more students to language study by tailoring an SNS course to the linguistic, social and cultural needs of the student. Hopefully, to have them continue to advanced level literature courses or to bilingual education where the need for ethnic teachers is great.

7. Increase their potential for other professional careers requiring a command of Spanish.

8. Promote access to the larger community of Spanish-speakers throughout the U.S. and the world.

SPECIFIC OBJECTIVES

1. Create an awareness of language registers and the situational appropriateness of language.

2. Increase linguistic repertoire of student to include the formal register, but not at the degradation of his own vernacular.

3. Develop full command of reading and writing in the standard dialect in order to realize his full potential.

4. Expand knowledge of Hispanic culture, history, sociology, literature, and contributions to American society in order to raise the self-esteem of the student.

COURSE DESCRIPTION

The course to be taught at the State University of New York at Albany will be titled "Spanish 105A and 105B, Spanish for the Native Speaker." It is designed as a two-semester, four-credit, four-hour-per-week course. Prerequisites for admission are the ability to speak and understand ordinary conversational Spanish. Formal study of the language in high school or college, while possibly helpful, will not be required. The main focus of instruction will be to teach (or expand) reading skills, comprehension, vocabulary, orthography and composition. No attempt will be made to alter or eradicate the student's informal speaking code.

Since it is anticipated that the language and literacy proficiency of the students will be quite varied, the reading program will be designed into Learning Activities Packets (LAPs) for individual and group instruction. Individualized attention in other areas of course content will be provided by additional material for specific skills (accents, syllabication, etc.). More challenging tasks will be available where competence is demonstrated. A student with a creative writing style will be encouraged to write a short story, a poem, an essay.

New students will be able to enter 105B without having taken 105A if they can demonstrate proficiency and skills comparable to those achieved by first-semester students.

METHODOLOGY AND MATERIALS

First-semester basic texts to be used by all: Español escrito, Leamos (B&C), Comprendamos mejor and Voces del barrio. Supplementary texts available, but not required for all: Cara a cara, Ocho mundos, Sol y sombra, Literatura y arte, newspapers and periodicals.

A diagnostic evaluation of student proficiency in Spanish will be made the first day of class. Background histories will be solicited by a questionnaire in English to disover place of birth, location of last elementary and last high school, with whom student speaks Spanish currently, how he rates his Spanish and his English abilities using a six-point scale, and a question as to the reason(s) the student registered for the course. After some general introductory remarks as to the scope and sequence of the course, requirements, and methods of evaluation, the class will be given a diagnostic examination to measure Spanish proficiency. The first part will be to recognize possible and impossible grammatical constructions in context, underlining the impossible segment -- in other words, the student must ascertain what does not sound right. Reading comprehension will be tested using three passages of graduated difficulty. A five- to ten-sentence composition on a simple topic will be required to ascertain writing ability in free creative expression. To ease anxiety, the students will be clearly informed as to the nature and purpose of the exam: that they should not fret about spelling, accents, grammar, etc., but to do their best. At the end of the semester and at the end of the year, the student, at his option, will be able to see his preliminary diagnostic examination. The expansion of skills should be considerable and the student will be able to recognize this immediately.

The following hierarchy of basic skills has been established to provide the learner with control of functional lifetime skills. Honored position during both semesters will go to reading comprehension and vocabulary expansion. Next emphasis will be given to basic composition skills and orthography. Grammar terminology will be taught sparingly during the first semester and more intensively during the second. Oral skills will be developed in natural communication through participation in class and group discussions of reading selections and activities

that arise organically from the readings, e.g., defending a controversial opinion. It is expected that as the reading program is increasingly individualized, many of the oral activities will occur in group situations to give more timid students a more intimate setting to practice oral skills.

Since reading has the most prominent position in the SNS course, and since it will serve as the basis for an integrated development of composition, orthography, grammar and speaking, the reading program will be described in more detail than the other components. The first three weeks will be composed of sound/letter correspondence with attention given to problem areas: /b/, /k/, /H/, /y/, /r̃/, /r/, /R̃/, etc. Simultaneously, word attack skills to promote comprehension and efficiency will be presented in the following sequence: sight vocabulary of high frequency words, rapid phrase recognition, inferring meaning of unfamiliar words in context, sentence comprehension and recognition of main idea in a paragraph. All these attack skills will be practiced extensively during this initial phase using Español escrito, Leamos and Comprendamos mejor.

The next phase (fourth week) will be to introduce Voces del barrio. Students will be trained to work and correct themselves in groups and individually. Twelve readings have been arranged in four units of three selections each. The first unit will be done in class as a training exercise. Students will work in groups and pairs to practice and integrate their newly acquired skills. Equally important, the instructor will develop a "feeling" for individual aptitude and rearrange groups accordingly.

Each group (always regroupable) will then proceed in a modified self-pace through units two to four of Voces. More proficient readers will move on to selections from the supplementary material. The minimal reading requirement for a "C" will be to complete all units of Voces. Extra credit will be given for supplementary readings. It is hoped that this group/individualized approach to reading will allow the teacher to effectively direct the learning activities based on the needs, interests and realities of the student.

Specific approaches and strategies for different types of reading will be developed simultaneously with Voces. These include: main idea, supporting details, topic headings, skimming and scanning, newspaper ads, dictionaries, journalistic prose and introduction to literature. Students will be taught to identify the purpose of the reading process and to proceed accordingly. The concepts initiated in this phase will be drilled in Español escrito and Comprendamos mejor. Activities requiring their application will be integrated into the LAPs for Voces and supplementary selections.

Basically, the reading program has two major objectives: to increase efficiency and proficiency in Spanish reading, and to heighten personal and cultural awareness in the SNS student. The thematic content of the first semester material is deliberately ethnic, identifiable and controversial. The learner will be encouraged to express his reactions, to analyze, to question, to argue and to judge his perceptions. Issues concerning Hispanic-Americans and the contributions of Hispanic culture to the U.S. should be of high interest value to the Hispanic student. Motivating the reading process will reinforce the integration of reading skills, provide followup activities for practicing oral and writing skills, and expand intellectual horizons. In addition to the ethnic value of Voces, the level of difficulty of vocabulary, grammar and syntax is kept to a minimum. The present tense is used almost exclusively in the first three-fourths of the book. This coordinates very well with the expressed desire to emphasize reading and de-emphasize grammar. More important, it will give the student a feeling of success and confidence in his abilities. Because of socio-economic, linguistic and educational factors, the SNS student needs the skills, the practice and the success upon which the design of this reading program is predicated.

The second semester basic texts will be Perspectivas and Español escrito. The goal will be a refinement of reading strategies. Concepts already evolved in literal comprehension will be expanded to: sequence of events, cause and effect, inference, point of view, comparison and contrast, summarizing and paraphrasing. The thematic content will be amplified to expose the learner to a multiplicity of current topics and issues: feminism, nature, art, fantasy, minorities, and examples of Hispanic literature (especially the short story). Readings in Ocho mundos will be used to practice grammatical concepts, verb tenses and moods. The idea is to focus on the function of grammar in use, not in pattern drills. Supplementary reading in the second semester will originate from newspapers, periodicals, Paso a paso, Cuentos puertorriqueños and Y no se lo tragó la tierra.

All reading activities will culminate with writing. The objective of composition in both semesters will be clarity, concision and organization of written expression. Students will be encouraged to express themselves creatively in writing. As the year progresses, the mechanics of spelling, accentuation, punctuation, sentence building and paragraph structure will be introduced and drilled. Initial practice with the mechanics will be provided by dictations, transcription

and grammatical conversions (dialogue to narrative, popular to standard) and guided composition. By the end of the first year, the student should be able to express his thoughts efficiently and effectively and have a basic notion of style.

As previously stated, the teaching of grammatical concepts in the first semester will be limited. Nouns, verbs and infinitives (to aid in the use of the dictionary) will be identified. Taught for mastery will be subject pronouns, first, second and third conjugations of the present indicative and some forms of the irregular present tense. Since the basic reader emphasizes the present tense, these concepts will be essential for effective comprehension. Other grammatical principles and terminology will be handled only to clarify comprehension, not for mastery.

The second semester will see the amplification of grammatical relationships to include: imperfect and preterite, gender, articles, contractions, adjectives and demonstrative adjectives, future and conditional, present and past subjunctive, perfect tenses, object pronouns, preposition "a" and gerund. These concepts will be presented and drilled from Español escrito and Ocho mundos. Additional experience with their function in the standard language will be included in the LAPs for Perspectivas and other readings.

Principles of orthography, syllabication, accentuation, punctuation and capitalization will be manipulated in five-to-ten-minute class sessions and the LAPs throughout the year. It is anticipated that once having experienced these principles in actual use, the presentation of the formal "rule" will be more comprehensible to the student, thus facilitating assimilation of the concepts.

In conclusion, the aim of the SNS program is to provide the native speaker with communicative competence in a variety of situations bringing him closer to his level of competence in English. Traditionally, the needs and abilities of native bilinguals have been ignored by foreign language departments throughout our nation's colleges and universities. To quote Guadalupe Valdés-Fallis, a pioneer in the development of SNS:

> If, on the other hand, the Spanish profession can begin to see itself as deeply concerned with Spanish language maintenance as it is now with Spanish language teaching as a foreign language, then it must dedicate both time and effort to continued study of how it can serve the many students who have recently discovered the importance of their mother tongue. I am convinced that future efforts must involve our commitment to developing instructional techniques which can do what has not yet been done, that is, which can develop

the total language proficiency of speakers, which can "teach" bilingual persons how to keep their two languages apart, and which can offer students the option of obtaining lifetime skills as literate educated persons. (Guadalupe Valdés-Fallis, "A Comprehensive Approach . . . ," MLJ, March 1978.)

EVALUATION OF STUDENT PERFORMANCE: FIRST SEMESTER

1. Class attendance and participation.
2. Completion of required assignments from Español escrito.
3. Four to six short (10-minute) quizzes, lowest grade dropped.
4. Examinations: Three 50-minute exams plus final exam (two hours). All will be announced and makeups will be given only for extenuating circumstances.
5. Composition: 14 written assignments varying in length from one-half to a full page, skipping lines. Most will be compositions, but some will be skits, descriptions, directions, un diario. Four to seven will be done in class and the rest at home. Compositions will be graded; however, the student will not be penalized for concepts not specifically studied -- e.g., wrong use of subjunctive.

COURSE REQUIREMENTS FOR A "C"

1. All the above with an average over 69.
2. Completion of four units (12 stories) from Voces del barrio.
3. Completion of 12 composition assignments.

COURSE REQUIREMENTS FOR A "B"

1. All of the above with an average over 79.
2. Completion of four units from Voces. Plus two supplementary readings and LAPs.
3. Completion of 13 compositions.

COURSE REQUIREMENTS FOR AN "A"

1. All of the above with an average over 89.
2. Completion of four units from Voces. Plus four supplementary readings and LAPs.
3. Completion of 14 compositions.

SUMMARY OF PERFORMANCE OBJECTIVES FOR FIRST YEAR SNS PROGRAM

A. To gain control of orthographic code in Spanish.

1. sound/letter correspondence

a. Symbols of language (alphabet)
b. emphasize difference Sp/Eng: ñ, rr, ll, ch
c. areas of confusion: b/v, c/s/z, ll/y, g/j, h
d. sounds of symbol combinations: diphthongs, consonant blends, consonant and vowel principles.

2. syllabication

3. accentuations

4. punctuation

5. capitalization

Mastery: no more than 5 orthographic mistakes per 100 words.

B. To gain efficiency and proficiency in reading.

1. word attack skills at word, phrase and sentence level.

2. vocabulary expansion

a. synonyms, antonyms, word families, root words, cognates, false cognates, prefixes, suffixes.
b. recognition of words in context
c. limited and judicious use of dictionary

3. literal and critical comprehension

a. main idea, details, sequence, cause/effect, comparison/contrast, fact/opinion, inference

4. strategies for different types of reading

a. skimming and scanning: "gist" or specific information
b. reading for study purposes
c. reading journalistic prose
d. reading short literary selections

Mastery: unfamiliar newspaper article; answer what, who, where, why, when, how. unfamiliar reading selection; identify and comment upon five of the eight comprehension under "3" supra.

C. To acquire basic compositionskills.

1. attention to orthographic code and mechanics of writing

2. differentiate between spoken and written language

3. paraphrase and summarize

4. guided composition

5. organize thoughts and ideas in concise, comprehensible manner

a. mental planning
b. making an outline
c. paragraph structure, transitions
d. proofreading with attention to specific problem areas

6. creative expression

a. concrete subject within student's experience
b. reactions, attitudes, emotions stimulated by reading, oral discussion, personal observations
c. more competent students: abstract concepts or creation of personal literature (story, poem, essay, skit)

Mastery: write 150 word composition with no more than 7 orthographic mistakes and good organization, development and clarity of ideas.

D. To describe the function of grammar: native speaker has internalized highly sophisticated rules of morphology and syntax but cannot verbalize rules.

1. traditional terminology to facilitate presentation of concepts

a. nouns, verbs, infinitives
b. preterite, imperfect
c. gender, articles -- definite, indefinite
d. descriptive adjectives and demonstratives
e. future and conditional
f. present and past subjunctive
g. perfect tenses and past participle
h. object pronouns, verbs like gustar
i. prepositions, especially "a"
j. gerund
k. numbers: cardinal, ordinal

2. contrastive analysis: student's dialect and standard Spanish, English used only when all else fails, or immediately expedient

3. integrate function of grammar into reading and writing exercises

Mastery: no more than three mistakes in grammar or temporal relationships in 150 word composition.

E. To gain control of standard spoken Spanish.

1. teacher model: standard will be the medium of instruction

2. variety of recorded material: broadcasts, dramatic readings, songs, language laboratory

a. recognize and comment upon variety of registers, styles, accents and regionalisms.

3. summarize, paraphrase, comment upon readings

4. question, argue, defend, refute, clarify opinions and points of view

5. students' own language will not be censured or emphasized so as not to discourage any student from participating. In addition, much of the oral discussion will occur in small group (4-5) situations to provide more intimate atmosphere.

Mastery: Given a formal situation (job interview, apologizing to a stranger, seeking information, etc.), student will be able to use appropriate standard language.

F. To improve the self-concept of the bilingual student.

1. awareness of sociolinguistics

2. knowledge of and kinship with other Hispanic minorities in the U.S.

a. culture and literature
b. social, economic and political realities

3. knowledge of and kinship with Peninsular and Latin American culture and literature

4. contributions of Hispanics to American society (words, foods, literature, architecture, customs)

Mastery: When student can say/write: Estoy orgulloso de ser hispano porque _____."

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4. Leamos, Comprendamos mejor, Spanish Developmental Reading, Fundamental State: Advanced, St. Paul: Paul Amidon Associates, 1978.

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6. Literatura y arte. J. Copeland, R. Kite, L. Sandstedt, New York: Holt, Rinehart, Winston, 1977.

7. Ocho mundos. Brenda Wegmann. New York: Holt, Rinehart, Winston, 1978.

8. Sol y sombra. Paul Pimsleur. New York: Harcourt, Brace, Jovanovich, 1977.

9. Spanish: A Modular Approach. K. Hampares & N. Santos. New York: Harper & Row, 1976.

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11. Voces del barrio. H. Snyder and P. Ochoa. New York: Holt, Rinehart, Winston, 1973.

Intermediate

1. Avanzando: Cuaderno B. S. Lequerica de la Vega and C. Salazar Parr. New York: John Wiley, 1978.

2. Dirección: Moncloa. Jerald Green. New York: Rand McNally, 1977.

3. En onda. C.Stathatos and R. Teschner. New York: W. W. Norton, 1975.

4. Hablemos: Temas contemporáneos para conversar o escribir. C. Maley and M. Salgado. New York: Harper and Row, 1976.

5. Lectura y lengua: Curso intermedio. L. Briscoe and E. LaMadrid. Boston: Houghton Mifflin, 1978 (Chapter 7-14, "El arte de leer").

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9. Puntos de vista. S. Tilles. New York: Harper and Row.

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1. Encuentro: Ensayos de la actualidad. E. Mullen. New York: Holt, Rinehart, and Winston.

2. Cuentos puertorriqueños. R. Muckley & E. Vargas. Skokie: National Textbook Company, 1976.

3. Imaginacion y fantasía. New York: Holt, Rinehart and Winston.

4. Veinte cuentos hispanoamericanos del siglo XX. Anderson-Imbert & Kiddle. New York: Appleton, Century Crofts, 1956.

5. Y no se lo tragó la tierra. Tomás Rivera. Berkeley, California: Justa Publishing, 1977.

SPANISH FOR NATIVE SPEAKERS AT NEW MEXICO STATE UNIVERSITY: SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

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COURSE DESCRIPTION

This syllabus has been designed for the first course of a two-semester sequence in the Spanish for Native Speakers track offered at New Mexico State University. The course carries three credits and meets three times a week for fifty-minute sessions. It is designed for students whose first language (that is, the language spoken in the home) is Spanish and who, consequently, possess a good working knowledge of the language in the oral realm but who have had no previous instruction in reading and writing the language. The main objective of the course is to enrich the student's total Spanish language experience, with special emphasis placed on the development of reading and writing skills.

DESCRIPTION OF STUDENT POPULATION

The majority of students will be 18-20 year-old, first- or second-year college students of Mexican American background, most of them natives of New Mexico. Approximately ten percent of the students will be older, ranging from 30-45 years. The levels of oral competency will range from passive bilinguals at one end of the continuum to a few bilinguals capable of demonstrating very proficient use of the oral language at the other. It is assumed that students have had virtually no formal instruction in the reading and writing of Spanish. Some of the students will be taking the course to fulfill the language requirement for the College of Arts and Sciences. Others will be taking it because they want to improve their skills in Spanish though they may not have a language requirement to fulfill, and others will be Spanish or Bilingual Education majors. Those who have a language requirement to fulfill will have done so after successfully completing Spanish 213 and 214 of the SNS track. Students who are not native speakers of Spanish must take four semesters of a foreign language to fulfill their language requirement. In essence, the native Spanish speaker is given two semesters' worth of credit for his language competency, though credit hours will not actually appear on his record. Those who wish to continue their study of Spanish must enroll in Spanish 313, Advanced Grammar and Composition, designed for both native speakers and non-native speakers.

COURSE OBJECTIVES

1. To teach the rules of orthography of formal Spanish.

2. To develop an awareness of how language functions at both the formal and informal levels through a comparative descriptive analysis of basic grammatical concepts (verb morphology, gender agreement, contractions, adjective placement and agreement).

3. To develop the perception skills necessary for literal comprehension in reading.

4. To develop skills in organizing and expressing ideas in writing.

5. To enhance receptive competency by providing exposure to oral language at the formal register.

6. To provide ample opportunities for oral communication.

RATIONALE

During the past several years, Spanish departments throughout the country have become increasingly aware of the fact that it is pedagogically unwise to place native speakers of Spanish in classes which have been designed to teach the language to monolingual speakers of English. Experience has shown that such a practice is non-productive because, on the one hand, the native speakers feel unchallenged and, on the other, they resist the grammatical approach used to "teach" them the language whose grammatical structures they have already internalized. The non-native speakers fare no better under such an arrangement because they often feel intimidated by the presence of native speakers in the class.

The tracking system which has resulted from an awareness of the above-mentioned problems represents only the first step in the direction of improving language instruction for native speakers of Spanish. Unfortunately, many teachers assigned to the native speaker track have found themselves in a predicament, for their training in language pedagogy has been designed exclusively to meet the needs of monolingual students. The problems faced by teachers of SNS stem from the paucity of theory and methodologies aimed at meeting the special needs of native speakers. Those of us who have relied on foreign language approaches have been less than satisfied with the results, and negative experiences have led us to search for new strategies. If such strategies are to be pedagogically productive, they must be founded on a sound theoretical

base. Teachers of SNS can learn a great deal from socio-linguists who, during the past decade, have provided a wealth of information regarding the social functions of language. Essentially, they have debunked eletist points of view which maintain that one language or dialect is intrinsically superior to another, and have demonstrated that value judgments regarding language are arbitrary and intimately linked to economic and political power relationships rather than to linguistic criteria. For those of us involved in teaching the native language to members of ethnic minorities who find themselves at the bottom of the power structure, to ignore the teachings of socio-linguistics would be short-sighted indeed. Yet a perusal of materials prepared for SNS classes clearly demonstrates an elite bias and an eradication approach vis-a-vis the spoken language of the native speaker of Spanish. Teachers adhering to this approach are interested above all in obliterating the native speakers' sociolect and replacing it with Standard Spanish without taking into consideration the psychological and social implications of such an act, if in fact it could be accomplished. That such an approach has failed should not surprise us; however, we cannot ignore the psychological damage which has resulted from the eradication approach (although there is no way to measure it except, perhaps, as it correlates to the students' negative attitude toward their Spanish study experience or toward their own dialect). It is no wonder that many SNS students are quick to state that they speak "bad" Spanish. A sound SNS program must include instruction in the area of socio-linguistics if we are to counteract the self-deprecating attitudes held by many of our students regarding their spoken tongue.

I have concluded from my examination of the writings of those experienced with SNS programs[1] that the language arts approach is the most enlightened theory and the one most capable of providing positive results, assuming that methods and techniques used in the classroom are congruent with this approach. The language arts approach takes as its point of departure the notion that native-speaking students bring to class a rich oral language experience, a sound foundation on which to build. This approach begins with the language skills the students already possess and seeks to expand and enrich their language experience by providing optimal opportunities for the development of all language skills: listening, speaking, reading, and writing. We can see the influence of socio-linguistic principles in this approach in the sense that the students' dialect is not rejected, corrected, eradicated, or replaced with a "more appropriate",

standard dialect. The students are, however, taught that there is a difference (observable in any language) between the way people speak and the way they express themselves in writing. Thus, instruction in the class will be aimed at creating an awareness of the appropriateness of different language codes in a variety of social environments or domains.

The ideal goal of the language arts approach is the formation of individuals whose language competency reflects a high level of education and a positive self-image. This approach appeals to me because it presupposes a commitment to the total education of the Hispanophone student and contributes in the process to the maintenance of Spanish as a viable language in this country. I would hasten to add that it would be naive to expect to bring the students' overall language skills up to a par with their English competence, given the limited time we have to work with them. Priority, then, must be given to reading and writing, areas in which the students are most deficient. That is not to say that receptive and communicative skills will be ignored, and it is assumed that here there will be some carryover from the areas of reading and writing -- that is to say, much of the vocabulary and the syntactical patterns acquired in building reading and writing skills will become latent in the students' stored repertoire and therefore available for future transference to the active, oral realm. Furthermore, opportunities will be provided for students to engage in activities requiring oral communication. Opportunities will also be provided for the enhancement of receptive skills. The overriding emphasis, however, will be on orthography, reading comprehension and written composition.

The language arts approach offers another advantage in that by not rejecting the students' dialect, while at the same time introducing the language of the formal register, the teacher can draw descriptive comparisons between the two modes, thus enhancing the students' awareness of how Spanish functions. Comparisons of this nature also lead to prime opportunities for discussing the social functions of language. Students who understand that value judgments concerning dialects are arbitrary and based on social rather than linguistic criteria, will be less apt to feel that their variety of Spanish (and by extension they themselves) must be judged inferior, and will be more prone toward maintenance of the mother tongue in consequence.

METHODS AND CLASSROOM PROCEDURE

In order to simplify my discussion of methods and procedures, I have subdivided this section according to the specific units or areas of development which will form the substance of the course.

RECEPTIVE SKILLS

I will serve as the primary model, adhering to the formal register of Spanish at all times. In addition to general instructions and presentations, I will spend a short period of time each day (3-5 minutes) delivering a monologue on a specific topic. After the monologue, I will invite reactions or ask questions to get a general idea of the students' comprehension level. I will periodically bring in tapes of a variety of speakers of formal-register Spanish and if possible invite guest speakers to talk to the class. I hope to have on hand a few slide/tape modules which will feature an oral model other than myself.

ORAL COMMUNICATION

The bulk of oral communication will occur between pairs of students or in small group discussions. I recognize that it is difficult and risky for teachers to ease their control of the classroom and to allow social interaction among students without close surveillance. However, if we are committed to the notion of providing each student maximum opportunities for communication, then our own role as "class axis" becomes less important. Furthermore, students may feel less inhibited to speak with one other person or in a small group, especially if the teacher isn't hanging on their every word. Discussions will generally be based on specific topics related to the reading assignments. I will set limits by specifying issues to be discussed or by providing question guides. Monologues, slides, pictures, drawings and cartoons projected on the overhead projector may also serve as stimuli for paired conversation. I will always be available as a resource person should students feel the need to seek my advice or to direct their conversation to me. No direct evaluation or oral skills will take place.

READING

A perusal of foreign language texts as well as texts for SNS classes will demonstrate that, when it comes to reading, teachers have assumed that reading skills, especially comprehension skills, are readily transferable from one language to another. Thus, it is not uncommon to find (even in first-year texts) selections of creative literature which require a sophisticated level of comprehension. While there are some universals inherent in the reading process, very little research has been done in the area of transferability of skills, particularly in situations where an adult is literate in his second language, but illiterate in his mother tongue. Since we cannot empirically prove that comprehension skills are indeed transferable, we can be certain that students exposed for the first time to reading in Spanish (be they students of Spanish as a foreign language or native speakers of Spanish) have no experience in applying comprehension skills to the new medium. Consequently, it makes sense to begin at the beginning and to provide a systematically designed, skill-building approach starting with the most basic perceptive skills (word/phrase recognition, word/phrase meaning recognition, word inference, recognition of main ideas, etc.) and progressing to the more difficult levels of critical and affective comprehension. The latter levels require the ability to distinguish fact from opinion, to recognize the writer's intent and bias, to make critical judgments, to recognize figurative language, and to react in the appropriate intellectual and emotional manner to different types of creative literature.[2]

The text adopted for the class (Valdés-Fallis and Teschner, Español escrito, 1978) provides a systematic approach not only for decoding Spanish but for the progressive development of comprehension skills as well. During the first five weeks, students will work intensively on the textbook drills and on similar drills which I will prepare and hand out in class. Upon completing the ejercicios de comprensión de oraciones, supplementary reading materials will be introduced. Supplementary selections will be accompanied with Spanish glossaries, with multiple choice, T/F, or short answer comprehension guides and with vocabulary building exercises (antonyms, synonyms, crossword puzzles, word derivations, etc). Most of the readings will be done in class; comprehension checks and vocabulary exercises may be done alone or in pairs. There will be followup activities for each reading assignment either by way of exercises, discussion, or slides, and

later on in the semester, short compositions. Materials have been selected on the basis of their readability (although some very challenging materials will be introduced later in the semester) and content. In the first stages, content will be of a concrete nature (i.e., the natural world, the daily experiences of a college student, going to the bank, shopping, sports, eating out, etc). Many of the supplementary readings deal with the Hispanic experience in the United States. While I do not want to give students the idea that Spanish is a language which is limited to topics tied to the intimate or "local" cultural concept, I believe that SNS classes provide Chicano students an excellent opportunity for development of social consciousness and self-awareness. Once students have had the opportunity to read materials which view the Chicano experience from a positive perspective, they will be more open to the notion of exploring Hispanic culture on a broader scale.

Some of the criteria which have been useful to me in the selection of reading materials are:[3]

Readability:

- average sentence length
- degree of sentence complexity
- vocabulary density
- incidence of verbals
- incidence of abstraction

Appropriateness of content:

- must meet instructional objective (build skills, teach culture)
- must be suitable for age, interest of pupils
- must be consistent with order of development of reading skills
- must be culturally authentic, free of stereotypes
- must contribute to development of positive self-image
- must promote an appreciation of the richness of Hispanic cultural diversity

Evidence of progress in students' comprehension skills will be gleaned from comprehension exercises turned in at regular intervals, from class discussions and from reading comprehension tests.

WRITING

During the first half of the semester, the focus will be on orthography, syllabication and accents. Presentation of the Spanish alphabet and its corresponding phonemes will follow the progression outlined in the text. During the reading-skills immersion phase of the first five weeks, writing will be limited to the word, phrase and sentence level, with special attention given to orthography

and written accents. I anticipate that there will be some carryover in the area of orthography from the reading activities to writing exercises. The bulk of the orthography exercises will be based on dictation. Most of the textbook exercises will be assigned for homework, and similar reinforcing exercises will be handed out in class for individual or paired work. During the sixth and seventh weeks students will be given a series of structured writing tasks. For example they will be given a series of drawings in which various units are out of order. The task will be to arrange the sketches in chronological order and write a paragraph explaining what happens in the drawing. During the eighth and ninth weeks, compositions will grow out of language experience activities. (For example, students will be asked to interview someone in their community and then write a short biography of the person interviewed.) The last four weeks will be devoted to compositions based on the readings. Compositions will not be graded, but students will be provided with an evaluation sheet which will indicate the strengths and weaknesses of the composition.

GRAMMAR

I will not introduce grammar until the sixth week and I will follow the progression presented in the textbook. The grammar presented during the first semester will be limited to verb morphology (present indicative, both regular and stem changing; imperfect; preterite, both regular and irregular), gender agreement and adjectives. A descriptive approach designed to contrast the official and the popular forms will be followed. Exercises and tests will reflect this contrastive approach. Students will be reminded as they study grammer that writing requires the use of the official forms of the language. Thus, they will view grammar as a necessary means to a specific end.

STRUCTURE

A guiding principle of organization will be repetition and review, especially in the areas of orthography, accents and grammar. I am a firm believer in the value of short dosages administered daily rather than long, drawn-out activities on one theme. A variety of activities will be planned for each session and every attempt will be made to devote some attention to each of the four basic skills during every class. Even during the first five weeks when major emphasis will be

on exposure to the written word, rather than concentrating on one selection, the students will be given several short selections to work on. If, for example, there are six groups in the class, I might introduce six different selections or activities, one for each group, time them, and rotate the activities over a period of two class meetings. Each group will spend fifteen minutes on each activity. The activities will be designed so that they can be completed during that length of time. A sample class might look like this:

Monolog and quick questions	5 minutes
Review accent rules	3 minutes
Dictation of phrases and sentences	3 minutes
Correction of dictation	5 minutes
Reading exercise	15 minutes
Worksheet on accents	10 minutes
In pairs: discussion of cartoon on OH projector	5 minutes

EVALUATION

Quizzes and exams will be designed to evaluate recognition and application of orthography rules, grammar principles and stress and accent rules. Reading comprehension will be evaluated through comprehension exercises and comprehension tests. Though individual compositions will not be graded, students will receive a cumulative grade on overall progress and improvement.

The final grade will be computed according to the following scale:

Credit for exercises turned in	10%
Writing exercises and compositions	30%
Quizzes	30%
Two major exams	20%
Participation	10%

CLASS SYLLABUS

August 31 - September 1:

Introduction
Diagnostic Test
Lectura, p. 1
Discussion

September 5-8:

Alfabeto
Vocales (ejercicios de escritura)
Lectura - Viva la lengua, Handouts

September 11-15:

Vocales
Sílabas (ejercicios de escritura)
Lectura - pp. 41-57 Español escrito

September 18-22:

Diptongos (ejercicios de escritura)
Lectura - pp. 58-67 Español escrito

September 25-29:

Consonantes (ejercicios de escritura)
Lectura -- pp. 68-76 Español escrito, Viva la lengua

October 2-6:

Acentos (ejercicios de escritura)
Lectura -- pp. 77-86 Español escrito, Handouts

October 9-13:

Acentos
Escritura
Lectura - pp. 89-104 Español escrito

October 16-20:

Acentos
Lectura - Comprendamos mejor
Escritura

October 23-27:

Pronombres
Infinitivo
Lectura suplementaria
Escritura

October 30-November 3:

Verbos
Lectura suplementaria
Escritura

November 6-10:

Verbos ear-iar
Lectura suplementaria
Composición

November 13-17:

Verbos con cambios radicales
Lectura suplementaria
Composición

November 20 & 22:

Lectura
Composición
Película

November 27-December 1:

Verbos con cambios radicales
Imperfecto
Lectura
Composición

December 4-8:

Pretérito
Lectura
Composición

December 11-15:

Pretérito
Artículos
Lectura

December 18 & 20:

Adjetivos
Examen Final

NOTES

[1]See for example, Guadalupe Valdés-Fallis, "Pedagogical Implications of Teaching Spanish to the Spanish-Speaking in the United States," in Teaching Spanish to the Spanish Speaking: Theory and Practice, eds. Guadalupe Valdés-Fallis and Rudolfo García-Moya (San Antonio: Trinity University, 1976), p. 23.

[2]For an excellent discussion on reading comprehension and examples of skill development exercises, see W. Royce Adams, Developing Reading Versatility (New York: Holt, Rinehart and Winston, Inc., 1973).

[3]Eleanos Thonis, Literacy for America's Spanish Speaking Children, Newark, Delaware: IRA, 1976.

TEXTS AND RESOURCE MATERIALS

Keller, Gary D. and Francisco Jiménez. ¡Viva la lengua! New York: Harcourt, Brace, Jovanovich, 1975.

Kiddle, Mary Ellen and Brenda Wegmann. Perspectivas. 2nd. ed. New York: Holt, Rinehart and Winston, 1978.

Pimsleur, Paul. Sol y sombra. 2nd. ed. New York: Harcourt, Brace, Jovanovich, 1977.

Robe, Stanley. Antología del saber popular. Los Angeles: University of California Press, 1973.

Snyder, Harold C. and Phillip A. Ochoa. Voces del barrio. New York: Holt, Rinehart, and Winston, 1973.

Valdés-Fallis, Guadalupe and Richard Teschner. Español escrito: Curso para hispanohablantes bilingües. New York: Charles Scribner's Sons, 1978.

Wegmann, Brenda. Ocho mundos. New York: Holt, Rinehart and Winston, 1978.

SPANISH FOR NATIVE SPEAKERS AT THE CITY COLLEGE OF NEW YORK: SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Silvia Burunat

The City College of New York

DESCRIPCIÓN DEL CURSO

Los cursos de español para hispano-parlantes se extienden durante tres semestres. Estos cursos se han diseñado para enseñar y/o afianzar, principalmente, la lectura y la escritura del español y para dar a los alumnos una base de gramática estructural.

Estos cursos equivalen a los tres semestres, en niveles elemental e intermedio, de español como lengua extranjera, a saber, Sp. 121, 122 y 123.

Cada uno de los siguientes cursos, Sp. 161, 162 y 163, se ofrece cuatro horas a la semana y vale cuatro créditos.

ORIENTACIÓN

Hay una gran diferencia entre la enseñanza del español como segunda lengua y a personas que ya lo hablan pero que han recibido poca o ninguna instrucción en la lectura y escritura del mismo. Estas teorías se han presentado y probado en los últimos años a través de estudios lingüísticos varios.

En Nueva York, donde la población hispanohablante alcanza cifras respetables, se han iniciado programas en distintas universidades para llenar este cometido.

Los cursos de español para el hispanohablante tratan de dar a este tipo de estudiante, la oportunidad de explorar su lengua y su cultura. En resumen, estos cursos continúan y afianzan la tendencia bilingüe que ya existe en el estudiante y lo preparan para funcionar mejor dentro de su comunidad y en el mundo profesional. En las clases para hispanohablantes se respeta el dialecto particular de casa individuo a la par que se le entrena en el español normativo de las esferas académica, profesional, etc., y en la norma de la lengua escrita.

PROPÓSITO

Se trata de que el estudiante alcance ciertas metas que poco difieren de las aplicables a los cursos que el Departamento de Lenguas Romances ofrece para el monolingüe. El profesor trabajará con los estudiantes mediante textos y ejercicios destinados a implementar la enseñanza básica de la gramática, la lectura y la escritura del español. La materia a cubrir se divide como sigue:

1. Primer semestre: estructura de la palabra, la oraciónу la cláusula. Lectura y composición elemental. Formación de palabras, incremento del vocabulario.

2. Segundo semestre: se afianza lo adquirido en el primer semestre. Continuación del aprendizaje de la gramática: oraciones, el nombre y sus determinantes, el verbo.

3. Tercer semestre: Enriquecimiento de vocabulario. Continuación del estudio de la oración gramatical y su estructura. Los complementos. El artículo y otros determinantes del nombre. Los pronombres. El adjetivo. Ampliación del estudio del verbo. Adverbios, preposiciones, conjunciones e interjecciones. Coordinación y subordinación. Lectura y composición a nivel más avanzado.

Se establecerán comparaciones con la estructura de la lengua inglesa y su gramática cuando resulte pertinente y si el estudiante lo necesita. La enseñanza de la gramática se basará en lo descriptivo, tratando de evitar los aspectos exclusivamente prescriptivos y encaminados a cambiar el dialecto que ya el estudiante domina.

ESTRUCTURA

Se espera que estos cursos mantengan una cierta flexibilidad dentro de cada programa semestral. El profesor tendrá horas de oficina para individualizar, fuera de los periodos de clase, la enseñanza de ciertos aspectos de la lengua que requieren especial atención y énfasis para algunos estudiantes. El profesor tendrá abundante material para la práctica de cada punto gramatical, de la lectura y la escritura que dará al alumno que lo necesite y que desee trabajar con él fuera de clase.

Se animará al estudiante a que participe activamente en la estructura de cada hora de clase, que vaya a la pizarra, haga preguntas, etc. Tanto el profesor como los alumnos deberán emplear el español en las actividades de la clase aunque se aceptará el use del inglés si resulta imprescindible en algún momento dado, para aclaración de una duda, un término gramatical, algún concepto, etc.

GOVIERNO DE LOS CURSOS

Se formará un comité compuesto por el jefe y el subjefe del departamento de Lenguas Romances y los profesores que enseñen dichos cursos. Se escogerá un coordinador entre los profesores que se encargará de preparar los programas de clase y los formatos de los exámenes.

El comité decidirá sobre:

1. textos
2. libros de lectura
3. número y tipos de examen
4. material adicional

Cuaquier profesor de la división de español podrá enseñar estos cursos con la aprobación del jefe del departamento. No tendrá que ser necesariamente un profesor hispano.

El comité preparará una hoja para que el estudiante la llene con información sobre su trasfondo linguístico y cultural. También un examen de colocación del estudiante en el nivel apropiado y un examen de diagnóstico que se administrará, preferiblemente, el primer día de clase en el primer semestre.

El comité se ocupará también de mantenerse al día en el desarrollo de los estudios de lingüística aplicada y de sociolingüística y mantendra una bibliografía para uso y consulta de sus miembros.

Al final de cada año académico, el coordinador recogerá evaluaciones de los profesores y de los alumnos sobre los cursos, las ordenará y se las presentará al jefe del departamento acompañandolo todo de sus propios comentarios.

UNIDADES

Dada la diversidad del material a cubrir, resulta práctico dividirlo en unidades que, lógiscamente, se relacionan entre sí.

1. Alfabetismo. El alfabeto, la sílaba, el acento, los diptongos y la ortografía. Sufijos y prefijos formación de palabras. Esto ocupara aproximadamente la mitad del primer semestre. Su propósito estriba en el desarrollo del vocabulario y de la escritura.

Se evitará el aspecto prescriptivo. Se respetará la lengua oral del estudiante. Se insistirá en la corrección de la escritura solamente. Indirectamente, se mejorará la lectura partiendo del principio de enseñar al estudiante a leer lo que escribe y a escribir lo que dice. Se subrayará la importancia del español en el mundo moderno, especialmente en todo el continente americano, y se tratará de inculcar en el estudiante un sentimiento de orgullo hacia esta lengua.

2. Lectura y literatura hispanoamericana. A través de los tres semestre los estudiantes leerán 18 cuentos divididos en grupos de seis y graduados según su dificultad.

Se incluirán cuentos de Puerto Rico, Cuba y Santo Domingo, cuentos de varios países de la América del Sur y finalmente, cuentos chicanos. Al presentar estos últimos, se enfrentará al estudiante con la cultura chicana y se le hará consciente de esa otra vasta fuente de hispanismo que existe en los Estados Unidos. Se tratará de hacer consciente al estudiante igualmente de la universalidad de lo hispano y de su particular engranaje en el mundo de habla española.

El profesor explicará el papel de España como iniciadora o fuente de la cultura hispana universal aunque la literatura peninsular se evitará durante estos tres semestres.

Las selecciones para el primero y el segundo semestres aparecen en Veinte cuentos hispanoamericanos del siglo XX, Cuentos puertorriqueños y . . . Y no se lo tragó la tierra. Para el tercer semestre se empleará Imaginación y fantasía, además de los dos últimos textos arriba citados.

Los cuentos se usarán con los siguientes fines pedagógicos:

a. lectura en silencio (fuera de clase) y a viva voz (en clase)
b. estudio de vocabulario
c. dictado
d. composición
e. sensibilidad literaria
f. habilidad de comprensión del texto
g. habilidad de expresión oral del texto
h. discusión del argumento
i. relación del argumento con situaciones de la vida real

3. Lingüística. Se tratará de desarrollar en el alumno una conciencia de la forma y la estructura del español, tanto del normativo como del dialectal, especialmente de su dialecto en particular.

Se tratará de dar una idea básica de la historia de la lengua española. Se emplearán cintas magnéticas para que el alumno escuche distintos dialectos del mundo hispano.

El estudiante deberá comprender que su dialecto tiene su propia forma, su propia integridad y que resulta suficiente para cubrir las necesidades lingüísticas y la comunicación oral dentro de su comunidad.

Se senalará la influencia del inglés en el español de Nueva York que se manifesta, principalmente, en la abundancia de anglicismos. Para cada anglicismo, el profesor dará al alumno una(s) palabra(s) normativa(s), sin detrimento de aquél, pero se le hará consciente de la mayor universalidad del término

aceptado como norma. Le queda al estudiante el emplearlo o no, según la ocasión lo requiera. Se insistirá, sin embargo, en el uso de "lo normativo" más en la escritura que en la expresión oral espontánea.

También se deberá explicar en qué consiste el cambio o alternancia de códigos linguísticos (code switching) y hacer que el estudiante comprenda cómo y por qué este rasgo aparece en su comunidad, su importancia y hasta sus méritos.

Se espera que el alumno aumente su propia estima a través de la comprensión de su dialecto, reflejo de su comunidad y de sus circunstancias sociolinguísticas.

Se proveerá al estudiante de algunos artículos que traten de lo arriba expresado, aunque estén escritos en inglés. Como resumen, se usará una técnica comparative entre el dialecto local, el español normativo y el inglés en caso necesario.

4. Gramática. Se presentará el método estructural del libro de Fernando Lázaro Carreter, Teoría y práctica de la lengua, niveles 6 y 7. Este método tiene dos textos: un libro de consulta y de ejercicios colectivos y otro de fichas de trabajo individualizado. Para estas últimas, el profesor proveerá al estudiante de las respuestas respectivas que podrá extraer del Vademecum del profesor que acompaña a esta serie.

El coordinador de estos cursos, al preparar los programas, "editará" cada lección, suprimiendo las partes que estime no pertinentes.

Conviene hacer aquí la salvedad de que este libro no se considera ideal para este tipo de cursos. Se trata de un texto impreso en España para el uso de estudiantes peninsulares. Emplea, como es de esperarse, el "vosotros" al dirigirse a los alumnos en plural y entra en detalles de corrección de la lengua hablada que resultan irrelevantes para el estudiante hispanohablante de los Estados Unidos. Por no existir un texto "ideal" para la zona del este, nos vemos obligados a emplearlo. Resultaría mucho más práctico desde un punto de vista pedagógico, un libro como Español escrito: curso para hispanohablantes bilingües, de Valdés-Fallis y Teschner pero su orientación chicana en cuanto a las lecturas y composiciones nos hace dudar de su completa validez para nuestros estudiantes del este.

Queda, pues, la posibilidad de crear un nuevo texto, en nuestro propio medio, que se adapte a las necesidades del estudiante hispanohablante de nuestra zona. Resulta obvia la conveniencia de que tal texto se produzca lo antes posible.

En el segundo semestre, que empieza con la lección 14 del libro el profesor anticipará el estudio de los verbos, aunque éstos no aparecen hasta la lección 22. Esto se basa en la dificultad que presenta el estudio de las conjugaciones y de sus numerosos tiempos verbales en español, detalle que indica la conveniencia de disponer del mayor tiempo posible para su enseñanza.

Se ha preferido no entrar en materia gramatical, en el sentido más tradicional, hasta el segundo semestre para ir preparando al estudiante en la adquisición de otros puntos como la lectura, la escritura y el incremento del vocabulario. Después de haber alcanzado cierto grado de madurez en esos aspectos, el alumno se sentirá más seguro al enfrentarse con verbos, etc.

El propósito de la enseñanza de la gramática es doble: como fin humanístico y como instrumento para comprender y analizar el funcionamiento de las distintas partes que componen la lengua española.

Se puede añadir un tercer fin: citando a Fernando Lázaro Carreter, "es muy poco lo que la gramática puede ayudarnos a hablar y a escribir bien . . . su utilidad consiste en que nos permite reflexionar acerca de cómo funciona nuestro cerebro cuando hablamos o escribimos, o cuando oímos hablar or escribir."

El profesor deberá recordar, en todo momento, que el estudiante hispanohablante sí conoce las reglas que rigen el funcionamiento de la lengua española aunque no sepa formularlas. La diferencia entre el profesor y el alumno, en este caso, estriba en el hecho de que aquél puede formular las reglas que éste sabe prácticamente.

Mientras que el estudiante estudia esos principios gramaticales, irá escribiendo composiciones, desde 75 palabras a principios del primer semestre hasta 200 a finales del tercero, semanalmente siempre que sea posible.

5. Conversación y discusión. Como ya se ha dicho, no se llevará a cabo ningún intento de corrección de la lengua ya hablada por el alumno.

Se insistirá en que su expresión oral es correcta siempre y cuando sirva como vehículo de comunicación oral. Con las actividades diarias en clase y especialmente con las discusiones sobre los cuentos, el alumno tendrá suficiente práctica y alcanzará la soltura necesaria para una expresión aún más aceptable. El profesor y los textos serán el mejor modelo de la lengua normativa.

Vista como tal, esta unidad no se considerará por separado sino incorporada a las otras cuatro.

Como ya se dijo, tanto los estudiantes como el profesor hablarán español en clase. Cuando sea necesario emplear el inglés, el profesor pedirá a la

clase que se traduzca lo dicho en esa lengua al español. Si ningún alumno puede hacerlo, entonces el profesor mismo lo expresará oralmente y los escribirá en la pizarra.

Cuando se trate de discutir en clase algún artículo, digamos de lingüística, que se haya leído en inglés, la discusión se hará en español.

6. Diario y composición. Desde mediados del primer semestre, los alumnos empezarán a escribir un diario. Se evitarán las frases demasiado cortas y esquemáticas y se favorecerán las que expresen un pensamiento o una actividad descrita en forma de párrafo compuesto de cláusulas articuladas entre sí.

Las composiciones serán de dos tipos: resúmenes de cuentos y temas libres basados en el argumento de un cuento dado. Po ejemplo, "El peso falso" del dominicano Pedro Henríquez Ureña trata de los niñas. El tema libre, en este caso, sera: Mi niñez.

Al corregir y calificar los diarios y composiciones se tendrá en cuenta lo siguiente:

a. se evitarán las letras A, B, F, etc., prefiriendo frases en español como Excelente, Aceptable, etc.

b. se señalarán con una flecha o subrayando las palabras, los errores ortográficos y se indicará al alumno que los corrija por sí mismo y vuelva a presentar su composición ya corregida. Esto se hará en grupos de 4 estudiantes y se podrán consultar unos a otros y también sus textos, en el período de clase.

c. se ofrecerá atención individual a los estudiantes que presenten mayor dificultad en la expresión escrita.

d. las composiciones se escribirán siempre dejando un reglón en blanco entre líneas para facilitar las correcciones.

Al principio del primer semestre, las composiciones se limitarán a escribir lo que se dice. El profesor entrenará a los alumnos a pensar en un tópico, expresarlo oralmente en un párrafo breve, escribir ese párrafo y finalmente leerlo, primero en silencio y después a viva voz.

7. Hispanismo. El profesor suscitará en el alumno estas preguntas: ¿Qué significa para mí el ser hispano? ¿Qué me hace "diferente" del anglo? ¿En qué consisten las peculiaridades de mi cultura, su idiosincracia? Esta unidad está relacionada a las demás y no necesita explicarse por separado. Se tratará de inculcar un sentimiento de comunión entre todos: puertorriqueños, dominicanos, cubanos, etc.

8. Conferencias, etc. De acuerdo con el presupuesto de que disponga el departamento, se tratará de promover conferencias, de enseñar películas en español, etc.

REGULACIONES PARA EL ESTUDIANTE

Las notas serán A, B, C, D, y F. Se espera que el estudiante, para pasar cada curso satisfactoriamente, haya aprendido los principios básicos de la lengua, a saber, su lectura y escritura de acuerdo al nivel del semestre en que se encuentre y los principios gramaticales que las rigen.

En forma esquemática tenemos:

a. asistencia regular a clase; el máximo de ausencias permitidas es de 8 horas por semestre.

b. tomar 3 exámenes parciales y uno final que comprenda la materia de todo el curso.

c. hacer en clase o fuera de ella, según el caso, las tareas asignadas y entregarlas al profesor cuando éste las pida. Esto incluye la lectura previa de cada lección antes de que se explique en clase, según aparezca en el programa.

SYLLABUS, Sp. 161

1. Presentación. Cuestionario escrito y examen de diagnóstico.
2. Introducción, ps. 7-9. Ficha única. Discusión breve Lección 1. Lengua oral y lengua escrita. Discusión. Ejs. 6-10, p. 13.
3. Lección 1. Fichas 1-3. Evaluación 1. Ejs. adic. de lectura.
4. Lección 2. Fonemas y letras. Discusión. Ejs. 1-7, ps. 17-18; ejs. 9-15, ps. 18-19.
5. Lección 2. Fichas 1-3. Evaluación I. Ejs. adic. de lectura.
6. Cuento "El peso falso." Lectura y estudio de vocabulario.
7. Idem. Dictado y composición: Mi niñez o Resumen del cuento.
8. Lección 3. La sílaba. Discusión. Ejs. 1-8, ps. 24-25; ejs. 16-20, p. 26.
9. Lección 3. Fichas 1-3. Ejs. adic. de ortografía.
10. Lección 4. El acento y la tilde. Discusión. Ejs. 1-10, ps. 30-32.
11. Lección 4. Fichas 1-3, Evaluación 2. Ejs. adic. de acentos.
12. Cuento "Una moneda de oro." Lectura y estudio de vocabulario.

13. Idem. Dictado y composición: Las Navidades o Resumen del cuento.

14. Lección 5. Entonación y signos de entonación. Discusión. Ejs. 1-4, ps. 36-37, ejs. 6-7, p. 38.

15. Lección 5. Ejs. 8-13, p. 38. Ejs. adic. de ortografía.

16. Lección 5. Fichas 1-3. Repaso de acentos y ejs. adicionales.

17. EXAMEN I.

18. Lección 6. Signos de puntuación. Discusión. Ejs. 1-6, ps. 44-45.

19. Lección 6. Ejs. 8-11, ps. 45-46.

20. Lección 6. Fichas 1-3. Evaluación 3. Ejs. adic. de ortografía.

21. Cuento "Una caja de plomo que no se podía abrir." Lectura y estudio de vocabulario.

22. Idem. Dictado y composición: La muerte o Resumen del cuento.

23. Lección 7. Las palabras. Discusión. Ejs. 1-6, ps. 50-51.

24. Lección 7. Ejs. 8-12, p. 52.

25. Lección 7. Fichas 1-3. Ejs. adic. de acentos y ortografía.

26. Lección 8. Valor de las palabras. Discusión. Ejs. 1-8, ps. 57-59.

27. Lección 8. Ejs. 10-13, ps. 59-60.

28. Lección 8. Fichas 1-3. Evaluación 4. Ejs. adic. de ortografía.

29. Cuento "A ese lugar donde me llaman." Lectura y estudio de vocabulario.

30. Idem. Dictado y composición: La pobreza o Resumen del cuento.

31. Lección 9. Cómo están formadas las palabras. Discusión. Ejs. 1-6, ps. 64-65.

32. Lección 9. Ejs. 8-9, p. 65; ejs. 11, p. 65.

33. Lección 9. Fichas 1-3. Ejs. adic. de acentos y ortografía.

34. Repaso para el Examen II.

35. EXAMEN II.

36. Lección 10. Principales morfemas. Discusión. Ejs. 1-6, p. 71.

37. Lección 10. Ejs. 7-9, 11-12, ps. 72-73.

38. Lección 10. Richas 1-3. Evaluación 5. Ejs. adicionales de ortografía.

39. Cuento "Father's Day." Lectura y estudio de vocabulario.

40. Idem. Dictado y composición: Mi barrio o Resumen del cuento.

41. Lección 11. Formación de palabras: vocablos simples, derivados y compuestos. Discusión. Ejs. 1-5, ps. 78-79.

42. Lección 11. Ejs. 6-7, 9, ps. 79-80.

43. Lección 11. Fichas 1-3. Ejs. adic. de acentos y ortografía.

44. Repaso de los morfemas. Ejs. adicionales.

45. Lección 12. Algunos morfemas: prefijos y sufijos. Discusión. Ejs. 1-8, ps. 84-85.

46. Lección 12. Ejs. 9-19, p. 85.

47. Lección 12. Ejs. 20 y 22, ps. 85 y 86; ejs. 23-29, p. 86.

48. Lección 12. Fichas 1-3. Evaluación 6. Ejs. adic. de ortografía.

49. Cuento "Los quemaditos." Lectura y explicación del argumento.

50. Discusión sobre la cultura chicana. Estudio del vocabulario del cuento.

51. Idem. Dictado y composición; Los fuegos en Nueva York o Resumen del cuento.

52. EXAMEN III.

53. Lección 13. Vocabulario y conocimiento. Propiedad y corrección. Discusión. Ejs. 1-8, ps. 91-92; ejs. 10-11, ps. 92-93.

54. Lección 13. Fichas 1-3. Ejs. adic. de acentos y ortografía.

55. Repaso para el examen final. Ejs. adicionales sobre anglicismos.

56. EXAMEN FINAL.

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Anderson Imbert, Enrique & Lawrence B. Kiddle, Veinte cuentos hispanoamericanos del siglo XX. New York, Appleton-Century-Crofts, 1956.

Muckley, Robert L. and E. E. Vargas, Cuentos puertorriqueños. NTC, Skokie, Illinois, 1974.

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SPANISH FOR NATIVE SPEAKERS AT WESTERN NEW MEXICO UNIVERSITY

SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Bert Carrillo

Western New Mexico University

Western New Mexico University has a two semester SNS program which meets four times a week and is called Español para hispanos (Sp. 101). Another course, Español oral para hispanos (Sp. 151) is a misnomer since reading and writing also form part of the instruction, although not as much as in the other course mentioned above. Sp. 151 meets once a week at night for three hours. It attracts older mineworkers, adults and native speakers.

Our total Spanish surname enrollment is high, typically varying between 40-50%. Approximately 75% code-switch regularly and the remaining 25% might use an occasional Spanish word but prefer to use English. Most of our native speakers come from small rural towns in the Southwest. Around 50% come from families near or below the poverty level. The other 50% come from families where the wage earner works in one of the two large local mining operations. These students may have all material trappings of the middle class, such as a van or an expensive stereo system, but are not likely to invest time or money in anything other than popular culture. The veterans form a small but important group. They are generally more liberal and politically active. Another important sub-group are the students from the Anthony-Gadsden area. They also come from a rural background but are of comparatively recent immigration into the United States. Many are more comfortable in Spanish than English. Understandably, they are among our best Spanish students.

We strongly support our SNS program because (1) it reflects the growing and national pride in ethnicity; (2) Spanish is an official language of New Mexico and the hispanic culture has always played an important role in the state; (3) Grant county has a 60% Spanish surnamed population and (4) As a state institution we feel it is our duty to serve the educational needs of our students.

Although the teaching of reading and writing have always been important goals, the Summer 1978 SNS institute has firmly convinced me to concentrate more time and effort into this area. An appreciation and awareness of how language functions are also important goals. Listening and oral skills should not be neglected. Although long "bull-sessions" should be avoided, equally non-productive is the teacher who dominates the classroom with well-meaning monologues.

Given the nature of our registration procedures, placement is done by

informal conversations with the students in advance of registration itself. The first day of class I read them Rosaura Sánchez' examples (1972) of different registers in Spanish. The short story El milagrucho is better suited to the night class. The students enjoy the humor in the material and creates the type of learning atmosphere I desire in the classroom. I use this material to launch my brief overview of the value of the home language, registers, domains, etc.

I do not start with the alphabet but with the student's surnames. This is Rosa Mines' method and I find it effective. For example, Hilda in English would have to be written with the letter g in Spanish. Understandable errors would be j or perhaps x. From the surnames I go into catchy folk proverbs and other popular material. This year I will experiment with making slides of much of the material. The new Valdés-Fallis / Teschnertextbook will fit in nicely. The alphabet will be gone over before the end of the third week. By the third week I will be giving dictations chock-full of idiomatic expressions. I write the dictation on the blackboard and point out the various problems that may occur when sounds are turned into written symbols. I prefer this piece-meal introduction to graphotactics since I agree with Oscar Wilde that anyone who attempts to exhaust a subject runs the risk of exhausting the listeners. I will present the accents to the entire class but require only the Spanish majors and bilingual educators to master their every detail. This will be done through individualized instruction.

By the third week we will take up Tomás Rivera's Y no se lo tragó la tierra. The procedure is the following. I assign a chapter for homework. The next day after dictation students break up into pairs. They give each other an oral resume of the chapter while I listen in. When one pair is finisned they each write a one page summary of the chapter. I then give a brief talk on the theme of the novel: alienation and the quest for self-identity. I ask the student to focus on how the protagonist is alienated, that is, how does alienation manifest itself and what agent is causing it. Many students can identify with the protagonist; this may start them on their own quest for self-identity. The third and final step is to present various linguistic concepts. I use William Bull's ideas because of their conciseness and accurate reflection of the way the Spanish-speaking mind perceives reality. I explain a given concept in

English and then go over the assigned chapter and point out where the material touches upon the concept. The grammatical exercises from Valdés-Fallis/Teschner will supplement the concepts and offer a more detailed explanation. Much of this can be done at home by the student or individualized in the classroom. In Español oral para hispanos, however, the text Conversation in Spanish: Points of Departure, would fit better. For the second semester I am considering Voces del barrio. During the second semester of Span. 101, I plan to use some of the stories in Avanzando: Gramática española y lectura.

By the end of the second month, the students and I are ready for a change. I have found that a full-length Mexican film, if handled properly, can perk up flagging interest in the class and still be productive. My method is to first hook the students on the material by reading them the short folktale that the film Macario is based on. I ask them to focus on the relationship between (1) the rich and the poor; (2) the living and the dead; (3) the hungry and well-fed and (4) pagan superstition and the Christian religion. To show them the film and the following meeting we discuss the above points and anything else they find interesting. The next step is to hand out copies of the script of Macario. I then play lines from the script on a cassette tape made from the movie soundtrack. Difficult words are discussed along with material that lends itself to grammatical study. It is not necessary to cover every scene. I prefer to concentrate on the dramatic highlights of the film. The following step is to hand out copies of the edited edition of Macario. This text is at a higher reading level than the movie script which, as typical of the genre, is characterized by short colloquial dialogues with around 80% of the verbs in the present tense. I ask the students to note how the text as written by B. Traven differs from the movie version. As in the case of the script, difficult words and grammatical concepts are discussed as we cover the short novel. During the second semester the same procedure is used with the film María based on Jorge Isaac's novel. The "Romeo and Julliet" theme of the movie is popular with students and the upper-class Colombian milieu with its more elegant Spanish serves as a good linguistic contrast to the rural Mexican Spanish of Macario. Both movies are well made from a technical point of view. Macario can be purchased commercially, and plans are to do the same for María. I use the same procedure for the Español oral class except that I substitute María with Luis Buñuel's Los olvidados. The older students, especially the mineworkers, relate better to the neo-realism of

the film as well as to the "dead-end kid" street Spanish of the film. María, on the other hand, may come off as schmaltzy to the older group. During the last month of instruction, I reserve the last day for a showing of special films. In addition to the listening practice they gain, students are also exposed to different Spanish accents. Luis Buñuel's Tristana and Viridiana are excellent examples of peninsular Spanish. Moreover, these two films, along with La Caza are ideally suited to teaching Spanish culture especially if one interprets them through the ideas expressed in Fernando Díaz-Plaja's classic work, Los siete pecados de los españoles. All of the above-mentioned films are available for rental. The other four films I use are third world films. All four possess high artistic value and have the added attraction of manifesting different Spanish accents and, just as important, different sociopolitical cultures and points of view. They are Puerto Rican Obituary, a one-act play by Pietri; the Cuban film, Lucía, which focuses on women's liberation; and finally, what I consider the two best films on the migrant worker, the Teatro Campesino film El corrido, and the movie Alambrista.

The use of full-length films to teach language is not new. Our French colleagues have been doing it successfully for years. There is no material that quite captures a student's attention like a movie. It cannot be otherwise since the movie is the art form par excellence of the 20th century. The best artists of a country come together and produce a neat artistic work nicely packaged and instantly ready to consume any time, any place, and for any number of showings. The economy, clarity and comprehensiveness of a movie is truly marvelous. A consumate actor in one scene can dynamically present what it would take a teacher days of linear, piecemeal, and static explanation to get across.

Using movies is beneficial in other ways as well. Many students have never seen a first-rate full-length film in Spanish and it can be a source of pride for them to do so. For many, a trip to the interior of Mexico is on the reality level of a trip to the moon. The next best thing is...that's right, Movies! El hombre de papel, for example, uses alternate camera shots of tourist hangouts such as the Palace of Fine Arts with the less well-known basureros ringing the city of Mexico. Ánimas trujano was filmed around the Monte Alban ruins; La enamorada has excellent shots of many of the churches of Cholula by one of the world's best cameramen, Gabriel Figueroa. Are you interested in the Copper

Canyon and/or Tarahumara Indians? The Copper Canyon in the movie, Tarahumara is obviously real but so are all the Indian rituals seen in the movie. Indeed, sometimes the movies are better. Nowadays the tourist who goes to Xochimilco will find the once famous "floating gardens" reduced to a tawdry tourist-trap. The only and best way to appreciate what was there is by seeing the film, María Candelaria, filmed before the voracious water needs of Mexico City drained the life out of Xochimilco.

The use of full-length films in the classroom is not a panacea. The selection process should be done just as judiciously as with any other material. Perhaps more so, since film has the power to move people deeply. And some films should be taken with a grain of sal. Macario clearly deals with stereotypes. Not all Spaniards are like the madrileños in the Buñuel films. The Japanese actor, Toshiro Mifune, with his samurai-swirling, teeth-gnashing, black-belt style grunts and groans, was certainly miscast as the Oaxacan peasant in Ánimas trujano. Many films show their age or do not wear well. What seemed serious and relevant at one time may come across as pompous or ludicrous. A teacher with a good critical sense of film can caution the student about such flaws.

SPANISH FOR NATIVE SPEAKERS AT THE UNIVERSITY OF SOUTHERN COLORADO AT PUEBLO

SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Nasario García

The University of Southern Colorado at Pueblo

COURSE RATIONALE

A few years ago, when the Department of Foreign Languages at the University of Southern Colorado at Pueblo decided to institute a course on "Spanish for Spanish Speakers" it did so, in part, because of its interest in and sensitivity toward the Spanish native speaker (SNS) student whose linguistic needs and interests were not being met satisfactorily within the given core of courses.

The purpose of the course, then, was to assemble a homogeneous group of SNS students with the desire to study their native language in a formal setting where they would neither feel inferior nor superior as had been the case in classes for monolinguals. (The monolinguals felt uncomfortable and intimidated by being in classes with an SNS student because of the notion that they could not compete fairly in that environment; to an extent their apprehension was justified.)

At the present time the Department of Foreign Languages at USC, in accordance with the spirit inherent in the mission and goals of the university, continues to support the course for SNS students because it: (1) promotes a greater measure of cultural pride and identity, (32) shows respect for their language as an experience in self-esteem, (3) helps keep their language alive, (4) demonstrates patience and tolerance toward minorities. (Pueblo is made up of a large number of ethnic groups - with Chicanos consisting of approximately 35% of the city's population of some 100,000 inhabitants.)

At USC about 23% of our total enrollment of 5,000 students is made up of Chicanos, many of whom are native speakers of Spanish. Less than 1% is Puerto Rican. Students from Latin America, the Arabic countries, South Vietnam, etc., are also enrolled at USC, although their percentage is less than 1%.

GENERAL LINGUISTIC ATTRIBUTES OF SNS STUDENTS AT USC

Most students who enroll in SNS classes are from northern New Mexico and Southern Colorado but now live in Pueblo. A few others are sons and daughters of immigrants whose cultural roots in the United States are not as long-standing as those who come from New Mexico or Colorado. In both cases there are linguistic nuances and idiosyncrasies.

Also noticeable is the age span among SNS students; their ages range anywhere from 18 to 45 years of age. The average age is around 28 years. Most of them are passive bilinguals, although their degree of proficiency depends on their age - the younger they are, the less proficient they tend to be. However, most of them cannot read or write because they have never had formal classroom instruction in their language. Few have ever seen it written.

COURSE DESCRIPTION

For students with an understanding of oral Spanish but with no knowledge of grammar or writing there is course FL-183 Spanish for Spanish Speakers. Upon completion, students should enroll in FL-182.

To enroll in the course the student must be a Spanish speaker with no previous formal language instruction; otherwise there are no prerequisites per se.

This course is taught once a year, in the fall semester, with an enrollment of between 20 and 30 students. The class meets five times weekly for fifty minute class periods.

COURSE POSITION WITHIN GENERAL SEQUENCE OF SPANISH PROGRAM

FL-183, despite having a larger number than the beginning courses for monolinguals, that is, FL-181/182, is still a beginning course on a par with FL-181 but with different objectives. At the end of a semester of studying Fl-183, the SNS student should enroll in FL-182.

FL-182 is a five-hour credit course for students who have finished FL-181 or have some previous knowledge of Spanish, the extent of which is determined by a placement examination. Practice in oral, aural, reading and writing exercises is part of the activities. One hour per week is required in the Audio Learning Facility.

Because a second semester course for SNS students is not offered, these students are hence tracked into the regular sequence of courses for monolinguals, namely, FL-182. In some special cases then SNS student may take FL-286, a course in Spanish conversation. This is the exception rather than the rule.

COURSE GOALS

To expose the SNS students to various aspects of the language with special emphasis on reading the writing so that they can function at the 100-level course designed for monolinguals.

COURSE OBJECTIVES

A. To expose the student to the sound and pronunciation systems of Spanish.
B. To increase the student's vocabulary in Spanish beyond his own dialect.
C. To teach the student how to spell correctly in Spanish.
D. To develop the student's ability to express ideas coherently in Spanish.
E. To train the student to read at an elementary level in Spanish.
F. To familiarize the student with a series of basic concepts in Spanish grammar.

COURSE ACTIVITIES

The instructor must always strive to determine not only realistic activities that will accomplish the course objectives but activities that will yield positive results for the learner as well.

A. Sound System - the teaching of the sound system may include an array of exercises ranging from the teaching of the alphabet as a point of departure, division of words into syllables, or simply drills in listening discrimination. The important thing is to address the problematical areas.

1. The alphabet
   a. Vowels
   b. Consonants
2. Division of words
   a. Inseparable groups
      (1) ch
      (2) rr
      (3) ll
   b. Prefixes
      (1) ab-
      (2) ex-
      (3) des-
      (4) abs-, ins-, pers-
   c. Diphthongs and triphthongs
   d. Consonantal groups
      (1) bl
      (2) tr
      (3) dr
   e. Non-consonantal groups
      (1) cc
      (2) nn

3. Accent versus Stress
4. Kinds of Wrods
   a. Llanas or graves
   b. Agudas
   c. Esdrújulas

B. Vocabulary Enlargement

Vocabulary building may vary from relying on the dictionary (each SNS student is required to purchase a pocket Spanish/English dictionary) to synonyms or cognates practiced in class. Ultimately, however, to what degree a student increases his/her vocabulary depends on self-discipline and personal interest.

1. Standard versus local dialect
2. True cognates versus deceptive ones
3. Synonyms
4. Antonyms
5. Homonyms
6. Translations
7. Suffixes and prefixes

C. Basic Spelling: Sounds and Words

Orthography is germane to the two principal goals of the SNS course -- reading and writing. Since most SNS students have never seen their language in writing, the instructor should begin spelling exercises using words familiar to their home domain or region.

1. Dictation
   a. family
   b. foods
   c. geography
   d. city streets
   e. freeways or highways
   f. commercials
   g. potpourri
2. Capitalization: Spanish versus English
   a. nouns and adjectives of nationality
   b. names of languages
   c. names of the months
   d. days of the week
   e. countries and geographical names

D. Writing

Except for the differences in punctuation -- Spanish versus English -- it is in the area of writing that the instructor can experiment and be innovative by using a multiplicity of materials. These, however, should be used with specific tasks in mind; they should not be converted into "fun and games" kinds of exercises.

1. Compositions
   a. guided
   b. free
2. Tape Recordings
   a. no criticism of sequence of events
   b. special attention to self-expression
3. Audio-Visual Materials
   a. films
   b. slides
   c. pictures
4. Printed Media
   a. newspapers
   b. magazines
5. Punctuation: Spanish versus English
   a. differences
      (1) inverted question mark
      (2) inverted exclamation point
      (3) hyphen
   b. similarities
      (1) comma
      (2) semicolon
      (3) colon
      (4) period
      (5) elipsis
      (6) dash

E. Reading

This is the second most important component in the SNS course. Reading, like writing, is done on a scale of progression; that is, it ranges from nonsense syllables to words, phrases, sentences, paragraphs and finally stories or essays.

Various cultures (Spanish, Latin American, Chicano, etc.) will be represented in these readings. Once again, it is important initially to present materials that the student can relate to more easily. Folklore such as dichos, adivinanzas, la llorona and the like are ideal as points of departure.

1. Intonation
2. Fluency
3. Information
4. Comprehension
   a. central idea
   b. plot summation
   c. personal reaction
5. Tongue Twisters

F. Grammar

Grammar is the last component of the SNS course taught during the semester. Students, for practical reasons, must have a knowledge of the terminology employed to describe parts of speech, tenses and so forth. Unless that is done, they may find themselves in a monolingual course not knowing the difference between a definite or indefinite article or some other facet of grammar.

1. Presenting or discussing rules
2. Basic sentence patterns
3. Written exercises using different tenses

COURSE MATERIALS

In the past, Teaching Spanish to Spanish Speaking: Theory and Practice, ed. by Guadalupe Valdés-Fallis and Rodolfo García-Moya, was used as a supplementary reader so that the student could identify problematical areas characteristic of the SNS student. In addition, a pocket dictionary (cf. VIIB) has been required for the course.

Otherwise, virtually all of the materials used for FL-183 have been drawn up by the instructor because of the dearth of materials for SNS classes. The materials to be used in 1978/79 (in 1979/80 the textbook, Español escrito by Guadalupe Valdés-Fallis and Richard V. Teschner will be adopted) are as follows:

A. Exercises in writing and spelling in class

These exercises begin with simple letters of the alphabet and progress into single and multiple syllables, using every conceivable combination (vowel-

consonant, etc.) that ultimately results in the writing of words, sentences, paragraphs and short stories. Not only spelling but listening, reading, speaking are included. Punctuation, accents and capitalization are taken into consideration at the appropriate time as well. The basic explanations of these components facilitate the student's practice in class and hence make the laboratory exercises easier and more meaningful.

B. Exercises in writing and spelling in the laboratory

These exercises are an extension of,but different from,those mentioned above. The student attends the laboratory on Tuesdays and Thursdays during the class period, and he must attempt to pass as many of the 20 lessons (exercises under VIIIA also contain 20 lessons) during the semester as possible. The student can progress at his own pace, from tape 1 to tape 2 and so on, provided he/she has fewer than 6 mistakes on each exercise which is turned in and graded by the instructor. Each tape consists of materials that the student listens to and writes down on an exercise sheet. These exercises also begin with simple letters of the alphabet and progress into single and multiple syllables that ultimately culminate in the writing of words, sentences, paragraphs and short stories. Sound discrimination is very important in the laboratory exercises.

C. Exercises in reading

These exercises give the students an opportunity to read materials that teach about their culture, its origin and how it affects them in their daily life. Vocabulary enlargement and free composition are also important in these exercises.

D. Home assignments

These exercises provide the student with sentences that tell a story; the student must practice reading and copying the sentences at home. Spelling and vocabulary enlargements are important parts of the exercises. In class the students are expected to isolate, among other things, vowels (strong and weak), diphthongs and sounds that cause them problems in spelling; i.e., j instead of g or vice versa; s instead of z or vice versa. Punctuation, capitalization, accents, self expression, and dictation are emphasized. All of these aspects are related to reading and writing.

E. Aspects of Grammar

These exercises are intended to give the student a brief introduction to and an overview of elementary aspects of grammar -- bits and pieces that fit a larger puzzle called language -- his language. In doing this, the student feels

more comfortable and gains confidence in his native language. Major emphasis is put on parts of speech, syntax and the indicative tenses.

F. Supplementary reading materials.

Selections will come from the following sources:

1. Sol y Sombra, P. Pimsleur
2. Dichos, Charles Aranda
3. D. Filomeno sí la mancha, Filomeno Sánchez
4. Lecturas, L. Kasten & Neale-Silva
5. Mestiza, ed. José Armas
6. . . . y no se lo tragó la tierra, T. Rivera
7. Cuentos puertorriqueños
8. Modos de vivir, G. & M. Durán

METHODOLOGIES

Classroom instruction is basically bilingual. This is done to facilitate communication between the instructor and the students (all materials, however, are in Spanish). Code-switching is not encouraged per se because students tend to depend on English.

Course time for the student is divided between the classroom and the language laboratory. After preliminary "ground work" in the classroom (alphabet, division of words into syllables, word linkage, etc.), the student attends class 3 times per week and the laboratory 2 times. The assignments in the laboratory serve to reinforce some of the work presented and studied in the classroom.

This work consists of the various components that were outlined above (cf. course activities). Often they dictate predictable or spontaneous techniques. For that reason no instructor should feel bound to techniques which he or she has adopted.

In the final analysis, the SNS instructor must recognize that methodologies and all of the pedagogical "concoctions" will prove fruitless unless the proper environment for learning is established from the outset.

First and foremost, instructors should feel good about themselves as teachers, so that a positive attitude is henceforth transmitted to the students.

By extension, then, the instructor should be empathetic with and sensitive to students; he/she should assess their learning capabilities and not treat them all

alike. In short, the instructor should have an interest in the students as individual human beings regardless of their strengths or weaknesses, because no methodology can substitute for humaneness.

EXAMINATIONS

Four 1-hour examinations (the one with lowest grade will be dropped) and 4 quizzes (15-20 minutes each) will be given during the semester. They are all announced in advance (cf. Assignment sheet). There are no surprise quizzes, nor is there a final examination. A one-hour examination at the end of the semester emphasizing the latter part of the semester's work is given in lieu of a final examination.

Examinations and/or quizzes vary in format according to the kinds of materials that have been studied for that specific examination. The instructor never tests for items that have not been discussed or studied in class.

The examinations and quizzes are graded and returned immediately on the following class period. Instant recognition of a good or fair performance has numerous motivational ramifications.

In short, careful examination planning is extremely important in assessing the students' performance.

COURSE REQUIREMENTS

A. The student's attendance is essential. Any student who misses more than 5 class meetings will not receive credit for class performance.

B. The student's preparation for an participation in class is essential and compulsory.

C. The student's utilization of the language laboratory is mandatory.

D. Every student must take the examinations or quizzes as scheduled.

PERFORMANCE EVALUATION

The evaluation of each student's performance will be made according to the following percentage system:

A.	Daily attendance, preparation and participation in class	10%
B.	The work performed in the laboratory (maximum)	20%
C.	Three one-hour examinations at 10% each	30%
D.	Quizzes	40%
	Total	100%

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SPANISH FOR NATIVE SPEAKERS AT NEW MEXICO STATE UNIVERSITY ALAMOGORDO BRANCH SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Edgar N. Johnson Jr.
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COURSE RATIONALE:

This is a beginning class for Spanish-speaking students who have no previous instruction in the language, but who are able to carry on a simple conversation in Spanish. In this class there are recent graduates of the local high schools, active-duty military personnel, retired military personnel, and some students who fit none of these descriptions. Before the 1977-1978 academic year, these students were admitted to Beginning Spanish or Intermediate Spanish.

The high schools from which most of our students have graduated are Alamogordo, Tularosa and Cloudcroft. The active-duty military personnel are from Holloman Air Force Base or White Sands Missile Range. The retired personnel live in the communities near the Alamogordo Branch. The background of the students is variable, but most use a dialect very close to that of northern Mexico. Many are second generation immigrants, with one or both parents born in Mexico. A few are from the older families, with no known ties to Mexico. These use a dialect not unlike those described by Barker, Sánchez, and others. Some of the students were born in Mexico and received elementary education in Mexico.

The reasons for taking the class vary as much as the students. Those whose goal is an Arts and Science degree from New Mexico State University seek to complete the four semester foreign language requirement. Those who are planning to be Foreign Language teachers, or who are going into Bilingual Education in New Mexico, need the credit and the training. Since this is the first year of the class, those who are enrolled here instead of in Spanish III will find some difficulty in completing the second required year and will have to commute or move to Las Cruces to complete the requirement.

A Placement Test has been developed to be given to each student enrolled in Spanish, to assign each according to background and abilities.

OBJECTIVES

1. To develop in each student a cultural self-awareness through formal instruction in his native language - the official language of many nations of the world.

2. To develop the student's ability to spell correctly in Spanish.

3. To develop the student's ability to read in Spanish.

4. To develop the student's ability to compose written material in Spanish.

5. To introduce the student to the organization and structure of the Spanish language by presentation of the basic grammatical concepts.

JUSTIFICATION

The mastery of a language requires ability in the four basic skills of human communication: comprehension of the spoken word, ability to communicate orally, ability to read the language as it is written by others, and the ability to compose written material that can be read by others who use the same language. The degree of proficiency of such skilled person depends on his profession, the frequency of his use of the language, the relation of the language to other languages, whether it is his primary language, and the relation of the language to the political subdivision in which the speaker resides.

The students will have many different motivations for taking the class. It is my aim to encourage each student to continue his study of Spanish until he uses the four basic skills as well as any educated speaker of the language throughout the world. This will of course require much more than a one-year study of the language but this is where it starts.

The study of subject matter in Spanish is the next step. I will suggest that the first area of broadening the reading and study is in history. From there it should expand into the sciences, the arts, and into technology. Unfortunately, few opportunities for such study will be available within the United States and only a few of the many students will be able to travel abroad for study. The only way open for most will be self-teaching through the purchase of texts and publications from Spanish-language countries and the use of periodicals and media to develop and maintain the full knowledge of the language that would be required in whatever speciality a student may choose. For these reasons I see reading as the major skill these students must gain. It will not cause any diminution of their current abilities in oral communication and listening comprehension. On the contrary, reading will broaden vocabulary and knowledge. As a student reads, so eventually he writes. There is no substitute, in my opinion, for reading in the mastery and maintenance of a language.

TEXTBOOKS AND MATERIALS

Español escrito, curso para hispanohablantes bilingües: Valdés-Fallis, Guadalupe, and Richard V. Teschner; Charles Scribner's Sons, New York 1978

Horacio Quiroga: Cuentos escogidos, edited by Jean Franco, PermagonPress New York 1968. The first selections to be used will be "El alambre de púa", "La voluntad" and "El hombre muerto".

Tomás Rivera, "y no se lo tragó la tierra. . .", Quinto Sol Publications, 1971. The first selections to be used will be "La mano en la bolsa", "La noche que se apagaron las luces" and "La noche buena".

El Fronterizo, Spanish language newspaper, Ciudad Juárez, Chihuahua, México

For personal reading outside class, I will operate a sort of lending library, since our library does not have the listings that would be of interest or benefit. Some of the material will be: Hinojosa, Estampas del valle and Generaciones y semblanzas; Elizondo, Perros y antiperros and Libro para batos; Méndez, Peregrinos de Aztlán; Muckley & Vargas, Cuentos puertoriqueños; Guzmán, Memorias de Pancho Villa; Doña Luz Villa, La intimidad con Pancho Villa; Anaya, Bless me, Última; Crow and Dudley, El cuento; Stathatos and Teschner, En onda; Basurto, La evolución de México; Bécquer, Rimas, leyendas y narraciones, Rojas, Hijo de Ladrón, and several others whose titles and authors I do not remember at this time.

METHODOLOGY AND SEQUENCE

I proposed to follow the textbook essentially as it is organized, to the end that each student can read and write well enough to be able to pursue the aims outlined above. The sequence will not be exactly as the text presents it, but I will start with the use of the language and progress toward the manner in which it is used throughout the world. I suggest a target for each student that he read Spanish at least an hour each day, vocalizing in full voice until he is confident of his ability and then silently for the maximum coverage and learning. For those students who accept this target, mastery will come very rapidly, and with reading in the content area in which he is interested, knowledge will build up in the Spanish language.

I plan the following sequence:

1. The Alphabet
2. The Vowels
3. Syllabication
4. Rules of Strees
5. Reading . . . .
6. Parts of Speech
7. Gender and Number; the Articles

8. Inflection
    a. Personal Pronouns and Verbs
    b. Nouns
    c. Adjectives
9. Writing. . .
10. Numerals
    a. Cardinals
    b. Ordinals
    c. Dates
    d. Days of month, months of year, seasons, decade, century
    e. Time of Day

EXAMINATIONS

There will be thirty-three class sessions of one hour and fifteen minutes each, within the seventeen weeks. Starting with the fourth class session, I will quiz each fifth class session - a total of six quizzes - and then will give a final examination on the last day of the class. The examinations will be a mixture of objective questions (basedon true-false, multiple choice, completion) and compositions on subjects read about or discussed in class.

The semester grade will be based on:

1. An average of the five best quizzes
2. Class attendance and participation
3. The final examination, each weighted equally for the final grade

SPANISH FOR NATIVE SPEAKERS AT STATE UNIVERSITY OF NEW YORK AT OSWEGO

SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Elaine Dorough Johnson
State University of New York at Oswego

COURSE PROPOSAL

Course Number and Credit

Spanish 203, 3 credits

Course Title

Spanish for Native Speakers

Course Description

A basic course in the reading and writing of Spanish, designed for students who have acquired the language in a native environment. To be conducted in Spanish.

Prerequisites

The student should be able to speak and understand Spanish in a variety of informal conversational situations as well as follow simple lectures and media broadcasts given in this language. Consent of the instructor.

Justification for Course

With its Spanish-surname population approaching twenty million, the United States is the fourth largest Spanish-speaking country in the world. In New York state alone the Hispanic population exceeds two million. With the advent of bilingual education, some attempt has been made in recent years to meet the language needs of Spanish-speaking children in our state. Little attention has been paid, however, to the linguistic reality of Hispanic adolescents and young adults in New York's high schools and colleges. While most of these students have acquired a functional knowledge of English (although the learning process resulting from the schools' lack of systematic second language instruction has been haphazard and a source of subsequent academic difficulty), very few have had the opportunity to learn the basic literacy skills in their first language, Spanish.

Regrettably, Spanish has been viewed by educators as a "foreign" language exclusively, its role as the nation's de facto second tongue, the native language of millions of Americans, receiving scant acknowledgement. Though Spanish has long enjoyed the status of an academic subject in our high schools and colleges, it has traditionally been taught as a foreign language--a limited interpretation of the subject which restricts its usefulness as far as Hispanic students are concerned. In the acquisition of any modern foreign language, the initial concern is, of necessity, the sound system of the target language. Until students have

achieved reasonable mastery of the sounds of the target language, their efforts to understand and speak the language will be frustrated. Thus, instructors must direct their primary energies, at least at the beginning and intermediate levels, to the task of developing conversational skills. Many Spanish-speaking Hispanic students, who may have been initially attracted to Spanish in hopes of acquiring the literacy in it that was denied them earlier, soon learn that the class is designed strictly for non-Hispanic students. The Anglo students meanwhile, are intimidated by the Hispanic students' fluency in the oral language, thereby finding their presence in the classroom a source of frustration.

Spanish for Native Speakers, then, is an effort to expand the function of the Spanish Department to serve the needs of bilingual Hispanic students as well as those of the English monolinguals who elect to study Spanish as a foreign language. If Hispanic students can realize their full communicative potential through the attainment of literacy in their native language, they may be motivated to continue their study of Spanish into the advanced level. Thus, through their unique ability to take active part in class discussions, they will enrich the learning environment for non-native Spanish majors, who need every opportunity to develop oral proficiency. Viewed in this manner, all students--Anglos and Hispanos alike--stand to gain from the implementation of Spanish 203, Spanish for Native Speakers.

Course Objectives

Spanish 203 seeks to expand the student's communicative competence and to facilitate differentiation between forms appropriate to casual conversational situations and those Spanish deems more formal and more acceptable at the written level. As the Hispanic student enters the Spanish for Native Speakers class with at the very least, a strong passive knowledge of the spoken language, the main emphasis of the course will be on the development of comprehension of the written language (in the form of newspaper articles, essays, literary selections, etc.) and its manipulation in a variety of expository contexts. In the process of learning to read and write their native language, students will familiarize themselves with the grammar terms and concepts useful in helping systematize their knowledge of the language.

Course Outline

See attached pages.

Methods of Instruction

To Teach Reading

Students will perform drills (both in and out of class) designed to develop their literal reading skills, beginning with the recognition of words and phrases and leading up to the identification of the main ideas of paragraphs. As reading proficiencies increase, short selections from newspapers, magazines, literary works, and other sources will be introduced. These can provide a point of departure for group discussions as well as compositions and other individual writing activities.

To Teach Writing

Students will practice writing through the preparation of exercises (focusing on individual words) designed to develop orthographic skills and the use of the written accent. Dictation exercises, both in class and in the language laboratory, will be utilized for additional practice and diagnosis of spelling difficulties. Some class and homework time will be allotted to verb study and the elementary analysis of basic grammatical structures in order to expand the students' consciousness of the language's internal logic. In addition students will write four guided compositions. These will be analyzed by the instructor for the purpose of diagnosing specific problem areas requiring special attention.

Audio-visual aids (tapes, posters, slides, and other projected materials) will be introduced wherever appropriate to reinforce the learning of reading and writing skills.

Means of Evaluation

One third of the grade will be based on participation in class, attendance, and the degree of thoroughness with which laboratory and homework assignments are prepared. Approximately ten short quizzes will be administered to test periodically the material covered during the course--orthography, placement of accents, vocabulary recognition, manipulation of verb forms, etc. These quizzes will comprise one third of the student's grade. The remaining third of the grade will be derived from the scores which the student attains on two major exams--one testing the material presented during the first seven weeks of the course, and the other testing material covered during the final eight weeks of the semester.

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Texts

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Kiddle, Mary Ellen and Wegmann, Brenda. Perspectivas: Temas de hoy y de siempre. 2nd. ed. New York: Holt, Rinehart and Winston, 1978 (recommended)

Supplementary Reading Materials (to be on reserve for additional practice and individualized instruction):

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Rivera, Tomás. y no se lo tragó la tierra. Berkeley: Quinto Sol, 1971 (also Justa Publications, 2nd ed.)

Snyder, Harold C. and Ochoa, Phillip A. Voces del Barrio: A Basic Reader New York: Holt. Rinehart and Winston, 1973

Wegmann, Brenda. Ocho mundos: A Beginning Reader. New York: Holt, Rinehart and Winston, 1978

Zierten, Frederick J. Lecturas básicas: A Civilization Reader. New York: Holt, Rinehart and Winston, 1976

GENERAL OUTLINE OF THE COURSE

(The page numbers for reading assignments correspond to the 1977 preliminary edition of the text, Español escrito; consequently, the outline will be revised upon receipt of the 1978 edition from the publisher.)

Introductory Week (partial week):

General introduction to course; completion of questionnaires about language background; diagnostic exam to determine areas of proficiency and weakness.

First Complete Week

Names and sounds of Spanish letters; begin reading--read in class pp. 41-44 and do exercises pp. 44-51 (in class); vowels and vowel sounds.

Second Week

Diphthongs and non-diphthongs; reading pp. 52-62; dictation and discussion.

Third Week

Accents that break diphthongs; short reading selection (to be distributed in class); accents (Type A), continued.

Fourth Week

Syllable division; reading, pp. 63-67 (handing-in times; reading lesson based on recording, "Pedro y el lobo;" dictation based on reading selection from previous week.

Fifth Week

Reading lesson (synonym recognition, pp. 68-76; additional work with synonyms (exercises in the style of those presented in Comprendamos mejor, I); continued work with recording and script, "Pedro y el lobo" (lesson to conclude with a dictation based on the script).

Sixth Week

Consonants; reading lesson (comprehension of definitions and words, pp. 77-85); short reading selection (to be distributed in class); stress placement.

Seventh Week

Accents that indicate stress; reading lesson (comprehension of phrases, pp. 86-90; reading selection (to be distributed in class); MID TERM EXAM

Eighth Week

Reading lesson (recognizing words in context, pp. 91-95); dictation based on p. 92 or p. 93; reading exercises (comprehension of sentences, pp. 96-100); accents differentiating words.

Ninth Week

Reading lesson (selection to be distributed in class) and various review activities; dictation (based on reading lesson) and reading exercises (comprehension of sentences, continued, pp. 101-104); subject pronouns and verb conjugation.

Tenth Week

Reading lesson (finding the main idea of a paragraph--exercises in the style of those in Comprendamos mejor, I); various review activities; first composition due at beginning of week; the three conjugations and infinitives; reading lesson (selection to be distributed in class).

Eleventh Week

The third conjugation of verbs and additional exercises on finding the main idea of a paragraph; dictation based on reading exercises; various review activities and irregular verbs; second composition due by the end of the week.

Twelfth Week

Irregularities of the present tense; reading lesson (comprehension of the main idea of a paragraph, exercises, pp. 190-191, A, B, and C); the imperfect tense.

Thirteenth Week

The preterite tense; reading exercises (comprehension of the main idea of a paragraph, continued, pp. 191-195); various review activities and verb tenses; third composition due by end of the week.

Fourteenth Week

Gender of nouns; reading selection (to be distributed in class); adjectives.

Fifteenth Week

Fourth composition due at beginning of week; reading selection; various review activities; general review of course.

Sixteenth Week

FINAL EXAM

SPANISH FOR NATIVE SPEAKERS AT UNIVERSITY OF ILLINOIS-URBANA-CHAMPAIGN

SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

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COURSE DESCRIPTION

Spanish 225 is a third semester, second year course at the intermediate level. It is designed to improve the basic skills of writing and reading in Spanish of United States Hispano students. The class meets three hours a week for sixteen weeks for three hours of credit. The course description of Spanish 225 is:

> Review of Spanish pronunciation, orthography, syntax and vocabulary for students of Hispanic background who have little or no formal training in the Spanish language. Prerequisite: Consent of advisor and instructor. 3 hours.

Spanish 225 is offered at the intermediate level since high school credit in a language other than English is an admissions requirement of incoming students and most Hispanos at the University of Illinois-Urbana have studied Spanish in high school. Others take a placement exam and enter lower division university courses, but many students no matter what their background still need additional work in the basic skills of the language.

Students are freshmen and sophmores from Chicago and suburbs; their ethnic backgrounds are Mexican, Puerto Rican and Cuban. Formal training in Spanish varies from one year of college exposure to from one to four years of high school instruction. Students entering Spanish 225 can read and write Spanish, albeit at an elementary level. They also speak the language. Different background experiences account for varying levels of sophistication within the same classroom. One of the aims of instruction is to reach a common ground in basic aspects of the Spanish language. The course is taught in Spanish.

Recognizing that there are significant differences between teaching a language as "foreign" and as "native," Spanish 225 is designed to provide the native speaker with an opportunity to study the language in a setting where the methodology takes into account some of the possible problems that a native speaker might encounter during the learning process. The course also provides an environment in wnich the cultural uniqueness of students is viewed positively. In addition Spanish 225 is one of the courses which can be used to satisfy the college foreign language requirement. It is not a course for majors but during the process of instruction students are taught a number of concepts which will allow them to continue the study of Spanish language and literature should they desire to do so.

OBJECTIVES[1]

The objectives of Spanish 225 are:

1. Review of orthography
2. Continued study of traditional grammar
3. Detailed attention to vocabulary development
4. Continued practice in reading comprehension to include reading for affective content, for writer's intent, and appreciation of figurative language
5. Introduction to the creative expression of Hispanic minorities

Emphasis in this course is upon grammar, writing, vocabulary building and developing reading skills. The students speak Spanish but have not had adequate experience with the written language. Differences between spoken and written Spanish are pointed out. The instructor's primary concern is to aid in the maintenance and the expansion of the language by building upon what students already know, without being suppressive. The pedagogical assumption is that students bring with them a wealth of Spanish skills upon which to build and therefore Spanish is not taught as if it were a foreign language.

MATERIALS

Basic and supplementary texts for Spanish 225 are as follows:

1. Sara Lequerica de la Vega and Carmen Salazar Parr, Avanzando: Gramática española y lectura (New York: John Wiley & Sons, 1978).
2. _____, Avanzando: Cuaderno B. (Both texts have sections on Chicano literature.)
3. Robert L. Muckley and Eduardo E. Vargas, eds., Cuentos puertorriqueños (Skokie: NTC, 1974).

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[1]This discussion of objectives and philosophical considerations is based in part upon the following sources: Guadalupe Valdés-Fallis, "A Comprehensive Approach to the Teaching of Spanish to Bilingual Spanish-Speaking Students", The Modern Language Journal (March 1978), 102-10; and Rebecca M. Valette and Renee S. Disick, Modern Foreign Language Performance Objectives and Individualization: A Handbook (N. Y.: Harcourt Brace, 1972).

4. Nosotros Anthology, Revista Chicano-Riqueña (Invierno 1977) Neorican Poetry Selections.

5. Cuban exile prose fiction selections by Manuel Cachán, Ramiro Gómez Kemp, Miguel F. Márquez y de la Cerra, and Ángel Castro.

6. Ana Rosa Núñez, ed., Poesía en éxodo: el exilio cubano en su poesía 1959-1969. (Miami: Universal, 1970)-Selections .

Materials are chosen with the fact in mind that students from three ethnic backgrounds might be present in the same classroom. Therefore the basic grammar text and supplementary reading materials reflect the diversity of students. The assumption is that students from the three separate backgrounds should be made aware of some of their shared and dissimilar experiences. The study of creative literature is but one method of achieving this end.

STRUCTURE

A tentative sequence of activities is as follows:

Weeks 1 & 2

The Alphabet. Accents. Vowels. Consonants. Syllabication. Diphthongs. Triphthongs. Sentence Building.

Week 3

Conjugation of verbs. Person. Number. Mood. Tense. Gender.

Week 4

Preterite. Imperfect.

Week 5

Future. Conditional.

Week 6

Perfect Tenses.

Week 7

Object Pronouns.

Week 8

Constructions with A. DE. EN. CON.

Week 9

Subjunctive

Week 10

Chicano Literature

Week 11

Chicano Literature

Week 12

Puerto Rican Literature

Week 13

Puerto Rican Literature

Week 14

Cuban Exile Literature

Week 15

Cuban Exile Literature

The course is divided into two units; one concentrates on the structure of the language and the other on composition through literature. The approach to the teaching of Spanish grammar is descriptive. Students already know grammar rules with which they use to communicate but need to study how and why the Spanish language functions as it does. The text Avanzando offers brief, good explanations which serve as a basis for discussion. Popular and stigmatized language is scrutinized as needed. Throughout the grammar unit reading passages from different sources (which progressively become more difficult) are introduced to prepare the student for the second part of the course.

Composition and vocabulary enrichment are taught via the study of creative literature. Student responses are elicited through oral and written questions, analyses, and reactions to the materials. A typical approach to a literary piece is contained in Table 1.

METHOD

During the grammar review unit, potential problem areas of the language are explained and discussed in class. Work on individual weaknesses is handled both

inside and outside of the classroom in one-on-one situations. Written exercises are assigned to be completed at home and are analyzed in the three weekly sessions as needed. Workbook assignments are completed outside of class on an individual basis. Students can proceed to the next chapter after they have reviewed the material with the instructor and after they have passed a written chapter examination with a score of at least 83 percent. There are ten such workbook examinations during the course. The grammar unit reinforces concepts and familiarizes students with terminology.

Each reading selection is accompanied by a list of vocabulary words with meanings, and a series of guide questions with which to approach the work and structure the composition. The reading materials are graded according to level of difficulty and should reflect progress in the development of reading proficiency as well as greater ability with the written word. An upgraded 300 word essay is assigned each week during the composition/literature unit. Exercises are written outside of class and are discussed individually with the student. If common writing problems are evident they are treated in class.

The reading selections are analyzed in class for relevant grammatical constructions and for new vocabulary, and they are also treated as literature. Ungraded vocabulary quizzes (matching, definitions, synonyms, antonyms, etc.) are given each week in an effort to aid in the developmental process. The composition and literature section seeks to aid the student in the development of writing skill, in practicing new grammatical structures, and in learning to write guided compositions. At the same time the student will develop reading and speaking skills, ability in literary analysis, and an appreciation for the literature of Hispanic minorities.

EVALUATION

An in-class three hour written examination is given at the end of the semester. This examination, along with the workbook based tests, constitutes the final grade. The exam consists of a grammar section, vocabulary exercises, and a composition evaluating a literary piece. The grammar portion is evaluated on knowledge of rules and application of concepts. The composition is graded on factual accuracy, literary insight, and comprehensibility. Grammar accounts for one third of the final exam grade and composition/literature for two thirds.

In sum, Spanish 225 is a course which seeks to aid United States Hispano students in viewing positively their language and literature. Hopefully it will be a starting point for more cultural awareness endeavors.

ble 1[2]

OBJECTIVES	LEARNING ACTIVITIES ORAL	RESOURCES	EVALUATION WRITTEN
After reading a story ch as "Garabatos" by Pedro an Soto, the student will entify the different parts the story, the intro- ction, crisis, climax, and tcome, and interpret the ntent of the story plus cio-economic concerns of e author.	1.1 Read the story "Garabatos" by Pedro Juan Soto in order to identify the different stages of the narration. a. Introduction: explain what the initial phase of the story is. b. Crisis: in which paragraph is it found? c. Climax: where does the rising action begin and where does the denouement begin? d. Epilog: of what does it consist? 1.2 Discuss orally the situations of the story in order to arrive at a conclusion about where each phase of the action begins and ends. 1.3 Interpret the story's content using the following questionnaire. a. How many characters are there in "Garabatos"? b. Describe the physical conditions of the apartment and the characters.	Robert L. Muckley and Eduardo E. Vargas, Cuentos puertorriqueños, p. 15-23	Answer a brief questionnaire related to the stages of the narration: a. introduction b. crisis c. climax d. outcome

ased on the model by María S. Suárez, "20th Century Spanish American Short Stories", written for e Division of Instruction, Dade County Public Schools, Miami, Florida, 1975

OBJECTIVES	LEARNING ACTIVITIES ORAL	RESOURCES	EVALUATION WRITTEN
	c. What is the conflict between husband and wife? d. During which season of the year does the story take place? e. What is Rosendo's true profession? f. How do you explain Graciela's final actions? 1.4 Look for the meaning and context of the following difficult words: ensordecer, brotar, amenazaba, sótano, rendijas, desvarío, envidiar, gaveta, dibujar, quejumbrosa, rótulo, mofaría, caldera, descolgara, de paso, estrujado, lápida. 1.5 Compare and contrast the socio-economic situation in "Garabatos" with that in "Las salamandras" by Tomás Rivera.		Within the context of the story, what does the drawing represent for Rosendo? Choose five sentences reflecting oral Spanish and rewrite them in a style more appropriate to "written Spanish." Composition: To develop ability in literary analysis, read "Garabatos" and write a paper of 300 words analyzing an element such as characterization, irony, religion, the family, poverty, etc. Your work will be judged according to whether or not your conclusions are substantiated by the text.

SPANISH FOR NATIVE SPEAKERS AT YAKIMA VALLEY COMMUNITY COLLEGE

SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Rodolfo Pinón

Yakima Valley Community College

INTRODUCTION

Most instructors who majored in Spanish have taken at least some "methods" courses on strategies for teaching it. However, these strategies have tended to deal exclusively with the teaching of Spanish as a foreign or second language.

Some of these strategies include such things as the "mim-mem" method, grammar-translation, the audio-lingual approach, the direct method, etc.

These and other methodologies assume that the beginning student comes to class knowing little or no Spanish. Because of this, the approach basically consists of short readings in dialogue form to introduce carefully selected vocabulary. This is followed by grammatical explanations, varied drills aimed at helping students memorize the prescribed vocabulary and the basic language structures.

Students progress from the more simple structures to the more complex. The learning of the rudiments of Spanish is the course's goal.

If one were to observe a Spanish class in most any high school or college, particularly in an area where there is a sizeable Spanish speaking population, one would find native speakers of Spanish enrolled in these types of courses.

In most cases, Spanish-surnamed students already possess a certain fluency in Spanish and often find themselves bored, or at least unchallenged, by such classes.

To make things worse, native speakers are often embarassed and made to feel inferior by ignorant and insensitive teachers who believe that these students utilize an inferior dialect which is nothing but an amalgamation of English and Spanish, as well as of various forms of totally incomprehensible slang. Teachers thus perceive their role as having to undo the "damage" by teaching the "proper and correct" forms.

The above situation has been brought about by the following circumstances:

It is obvious that if the bilingual student is born and raised in this country, his or her chances of receiving any form of education in which Spanish is used as the medium of instruction to any significant degree were virtually non-existent until the advent of bilingual education, and are still fairly limited today, given the overwhelming preference for "transitional" as opposed to "maintenance" programs. Spanish is then largely a product of the home and is thus monodomainal, i.e., students acquire a type of vocabulary which is appro-

priate for informal settings and which is used almost exclusively to deal with everyday situations in the home or in the immediate neighborhood.

It is true that the bilingual student often uses stigmatized forms, but teachers err when they classify these as phenomena typical only of the Spanish language's development. These forms later became archaic. While they are used here, they are not exclusive to this country.

Since the Spanish-speaking bilingual is precisely that, bilingual, one has to expect some degree of interference between English and Spanish. But here again, contrary to common belief, most of the interference occurs at the lexical level and not at the more important structural level.

Most Spanish bilingual students will code-switch in certain situations, that is, they will express themselves alternately in either language within the course of a given "turn". It is important to note, however, that when code-switching occurs, the two languages remain distinct and identifiable and are not "all jumbled-up" into what some people have termed "Spanglish" or "Texmex".

Because code-switching follows a definite set of rules or patterns and does not occur at random, we know that Spanish-English bilinguals are able to control both codes when they choose to do so.

It has not been my intent to give the impression that the majority of Spanish-English bilinguals speak perfectly standard Spanish at all times, but rather to point out that variation from the academic norm is not absolute but rather a matter of degree.

IMPLICATIONS FOR AN SNS LANGUAGE PROGRAM AT YAKIMA VALLEY COMMUNITY COLLEGE, YAKIMA, WASHINGTON

The course for native speakers at Yakima Valley Community College will utilize the Spanish language as the medium of instruction (as opposed to the subject of instruction, as in the traditional Spanish as a foreign language class). The SNS course will be a comprehensive language development program in which the primary objective will be to increase total command of Spanish to make it as equivalent as possible to English language strengths.

Because it is not likely that a one year course can affect significant changes in the oral speech of a native speaker, and because there is no justifiable reason to do so, the program will primarily concentrate on developing

spelling skills, grammatical understanding, reading skills, and composition skills.

The student will not be penalized for using his informal Spanish register in class, nor English for that matter. Although the latter will be discouraged since the language to be expanded is Spanish.

Students will be exposed to standard Spanish with the idea in mind of bringing about the acquisition of "educated" language-use to include an overall development of total proficiency as characteristic of educated speakers of Spanish.

The SNS course will also make students aware of the nature and sources of linguistic features, which are not typical of educated speakers in Hispanic countries, but which exist in the speech of bilingual Spanish-speaking students.

SNS COURSE - ONE YEAR OBJECTIVES

The objectives for the first year SNS program at YVCC will consist of the following:

SNS students will:

1. Learn to spell correctly
2. Develop basic reading skills
3. Develop basic composition skills
4. Learn traditional grammar terminology
5. Hear standard Spanish language

ACCOMPLISHMENT OF OBJECTIVES

SNS Students Will Learn to Spell Correctly

This will be accomplished by teaching Spanish sound/symbol association, by giving extensive drills which emphasize the differences between the spoken and written language, and by pointing areas of possible confusion for Spanish native speakers. Drills and explanations will also be presented to enable students to use the written accent.

The above will be accomplished through daily dictations, memorization of spelling word lists, work sheets and other written drills.

It is anticipated that eventually a lot of the materials used to accomplish this objective and the following, will be in packet form with taped instructions to allow for more individualization.

SNS Students Will Develop Basic Reading Skills

This will be accomplished by having students practice recognizing frequently used words in order to develop their sight vocabulary. Additionally, they will be introduced to various techniques aimed at aiding the student to develop capabilities for reading at the word, phrase and sentence levels, for word recognition, and for comprehension of main ideas in paragraphs and complete selections.

After extensive drill in these areas, the students will be given additional practice in rapid reading, skimming and scanning, reading newspapers, periodicals, literary selections, etc. Initially the reading material will of course be simple; as the student's reading sophistication increases, the reading selections will also increase in difficulty. The selections will contain a wide range of vocabulary.

SNS Students Will Learn Basic Traditional Grammar Terminology

This will be accomplished by exposing the students to the grammatical term for the particular concept being studied. It is important to note, however, that emphasis will not be placed on teaching usage as is done in Spanish as a foreign language classes. This is because the native speaker already possesses a "grammar" (if he didn't he wouldn't qualify as a speaker of the language) but has never been taught the labels for the rules he has possessed since childhood. In other words, the student uses the present tense or an infinitive, but is unaware of these terms.

SNS Students Will Hear Standard Spanish Language

This will be accomplished by providing the student with ample opportunities of exposure to oral standard Spanish. The student will hear guest speakers, tape recordings, radio programs, TV programs, etc. It is important for the SNS student to hear various styles of Spanish and be exposed to a wide range of vocabulary on diverse topics. Exposure to these types of activities will aid students in acquiring a more formal register of their own.

EXPECTED PERFORMANCE AT THE END OF THE ONE-YEAR SNS PROGRAM

At the end of one year of SNS instruction, students should be able to take fairly lengthy dictations with a minimal amount of error; read and comprehend non-technical material such as news items from newspapers, articles from magazines on familiar topics, simple short stories, personal correspondence, etc. with relative ease; express their thoughts on paper employing an informal or casual register; and attach labels to grammatical concepts.

TEXTS AND GENERAL WEEKLY COURSE OUTLINE FOR FIRST QUARTER

Main Text

Valdés-Fallis and Teschner, Español escrito, (NY; Charles Scribner's Sons, 1978)

Supplementary Texts

Snyder, Harold C. and Phillip A. Ochoa, Voces del arrio: A Basic Reader (NY: Holt, Rinehart and Winston, 1973).

Wald, Heywood and Manuel Derén, Aventuras en la ciudad (Boston: Houghton Mifflin Company, 1974)

(Others as Needed)

OUTLINE

WEEK 1

Introduction and diagnostic testing Spanish letter and sound system
Spanish letter and sound system
Brief introduction to stress and written accent

WEEK 2

Stress and written accent continued
Learning to read in Spanish
Developing recognition skills
Exam 1

WEEK 3

Stress and written accent continued
Rapid phrase reading
Synonym recognition

WEEK 4

Stress and written accent continued
Comprehension of words and definitions
Comprehension of phrases
EXAM 2

WEEK 5

Stress and written accent (continued)
Recognizing words in context
Sentence comprehension exercises

WEEK 6

Written accent for word differentiation
Subject pronouns, verb conjugations, the present tense
Situación No. 1 reading
EXAM 3

WEEK 7

Review written accent
Review subject pronouns, verb conjugations and present tense
Verbs and infinitives
Composition No. 1

WEEK 8

Discussion of composition No. 1
Names of three types of conjugations in Spanish
Identifying verbs and infinitives
Composition No. 2
EXAM 4

WEEK 9

Discussion on composition No. 2
Verbs and infinitives - review and continuation
Situación No. 2 reading
Combination of a, e, o vowels
Composition No. 3

WEEK 10

Discussion of composition No. 3
Irregularities in the present tense
The imperfect and preterite tenses
More on accents and review
Composition No. 4
EXAM 5

WEEK 11

FINAL EXAM

GENERAL COMMENTS ON COURSE OUTLINE AND OTHER ASSIGNMENTS

As may be seen by the outline, the content from the main text will be followed sequentially as it appears in the main textbook. The primary deviation is that stress and accentuation will not be totally covered initially, but will be spread out over a longer period of time.

In addition to being assigned specific exercises from the main text, students will be given at least one short reading assignment to be done outside of class on a daily basis. The reading will consist at first of phrases only, and will progressively increase to sentences and paragraphs.

Students will also be expected to attend Lab at least twice a week for a total of from one to two hours. The Lab assignment will primarily consist of reading exercises on tape. Writing exercises will be increased, however, toward the latter part of the quarter.

At the end of the fifth week, students will be expected to turn in a written account of some legend, story, personal experience, etc. These will be teacher-corrected and compiled to be used as supplementary reading material for the course. Students will also be encouraged to record this assignment and share it with family members. More specific outlines will be made for second and third quarter classes based on the experience gained from first quarter instruction. Additional supplementary texts and other materials will also be selected.

SPANISH FOR NATIVE SPEAKERS AT EASTERN NEW MEXICO UNIVERSITY SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Alex Sena

Eastern New Mexico University

CONTENIDO

1. Nivel de enseñanza: segundo año de español para el bilingüe
   Edad: 18 a 26
   Proficiencia: todavía se necesitan más enseñanza y práctica en el useo de los acentos, en la composición y en la lectura

2. Descripción del curso según el catálogo universitario:
   Spanish 205: The third in a sequence of four semesters designed for Spanish speakers of the Southwest. Intensive work to develop the skills of conversation, composition and reading, concentrating on the relationship between local dialects and World Spanish. (Spanish 206: continuation of 205)

3. Posición del curso en la secuencia general del plan de estudios:
   A. Para hispanohablantes - se les da un examen a todos, inclusive a los monolingües; de allí se decide si el alumno sabe bastante español para entrar en el segundo nivel, Sp. 205, or si necesita empezar desde el principio del estudio en el Sp. 105; a los monolingües se les exige empezar con Sp. 101. Para los apellidos hispanos que muy poco español saben también es preferible inscribirlos en Sp. 101 (se les dara el examen de MLA y un pre-test semejante al de Dr. Valdés-Fallis).
   B. Para estudiantes que se especializan en español -- toman el mismo examen; si necesitan la práctica, o sea, el estudio desde el principio, se les sugiere inscribirse en Sp. 105. Si no, or si se ve en las composiciones del examen que lograrán mejor con más lectura y más composición, se les sugiere la inscripción en Sp. 205. La mayoría o de los hispanohablantes o de los que se especializan en español necesitan todo lo básico: ortografía, silabicación, acentuación o sea Sp. 105, y el siguiente año se sigue con más repaso y práctica y con el énfasis en la lectura y la composición.

4. Objectivos del curso:
   En este campo - favor de referirse al esquema que he escrito, inclusive al calendario donde se presentan los elementos de los dos semestres.

5. Exámenes:
   Se sufrirán exámenes una vez a la semana, un examen de medio curso y un examen final; inclusive se evalúa por medio de participación en la clase

y el proyecto final (lo siguiente ejemplifica el tipo de examen posible, los títulos subrayados se refieren a los textos que se emplearon durante el curso).

ESPAÑOL ESCRITO

1. Dictados de palabras y frases.
2. La acentuación de varias palabras o de varias frases como las que se encuentran en las páginas 38, 39, 49
3. Palabras claves: páginas 55 a 61
4. Reconocimiento de sinónimos: 69 a 76
5. Definiciones: 77 a 86
6. Comprensión de oraciones: páginas 96 a 104

TEXTOS GRATUITOS

1. La formación de preguntas para captar los esencial de los cuentos
2. Reconocimiento de los tiempos de los verbos estudiados
3. Dictados de frases basados en los cuentos cortos
4. Reconocer adverbios y adjectivos (descriptivos, numéricos, posesivos, demostrativos)
5. Poder dar resúmenes de párrafos o del cuento entero en una sola frase

MEMORANDUMS Y CARTAS DE NEGOCIOS

1. Poder organizar información en las cartas para solicitar respuestas
2. Evaluar las cartas en términos de creatividad y progreso en cuanto a la acentuación y ortografía

Y NO SE LO TRAGÓ LA TIERRA

1. La formación de un esquema del cuento
2. Responder a preguntas en español (orales or por escrito)
3. Identificar la idea principal del cuento
4. Identificar detalles en el párrafo

PUNTOS DE VISTA

1. Responder a preguntas específicas
2. Identificar ideas, causa y efecto
3. Poder dar resúmenes del cuento
4. Dar argumentos apoyando el punto de vista del cuento o rechazándolo
5. Utilizar los ejercicios como medio de evaluar si se prestan a eso.

ESQUEMA DE OBJECTIVOS

1. Objectivos generales
   A. Conservar y desarrollar la lengua
   B. Dar énfasis a una gran medida de auto-determinación cultural
   C. Animar y desarrollar compentencia en español

2. Objectivos específicos
   A. Conseguir auto-determinación cultural por medio de profundizar la identidad
   B. Desarrollar habilidad en el español oficial para realizar el potencial entero como individuo bilingüe

3. Papel del dialecto local y relacionamiento al español oficial
   A. El profesor y los materiales deben de preservar el auto-concepto. Tener una realidad de su propio mundo.
   B. Reafirmar su propia identidad; raíces histórico-culturales, lengua, propios modos de creer y actitud

4. Relacionamiento del español a la auto-determinación cultural
   A. Respetar la lengua del alumno
   B. La actitud del profesor hacia el dialecto y su lugar en el programa es importante

5. La técnica
   A. Tener una actitud positiva
   B. Usar un habla de compás normal
   C. Facilitar la comprensión
      (1) estar consciente de la lengua del profesor y la recepción del alumno
      (2) instrucción y uso regular de la perífrasis tanto por el profesor como por el alumno
      (3) la transformación de la escritura
         a. del español mundial al dialecto
         b. del formal al informal
         c. del discurso directo al indirecto
         d. del presente al pasado
      (4) películas en español con atención a los variantes regionales; discusión de los variantes y las líneas del cuento

(5) la práctica, oral: identificar el país de origen; análisis más tarde de las diferencias

a. desarrollar la discriminación oral

b. agrandecer la habilidad de reconocer y pisiblemente controlar varios estilos de habla

(6) memoriza poesía y algunos chistes (éstos redactados a base de la diferencia de culturas)

D. Análisis contrastivo para desarrollar la perspectiva de la lengua

(1) la ortografía

(2) el vocabulario, modos sintácticos, el variante de la pronunciación

E. Evitar en lo que se pueda la mezcla del español y el inglés pos medio de hablar en español

5. Una estratejgia para leer y escribir

A. Ortografía básica -- el reconocimiento de la relación entre sonidos y palabras (ésto se vincula con el libro Español escrito).

B. El estudiante graba su propia frase original (frase corta al principio), luego la escribe, el profesor la lee sin ninguna crítica sintáctica o léxica, el estudiante escribe la original de vuelta, y lee la frase en voz alta correctamente.

C. Se repite con frases más largas y más variadas. El estudiante está aprendiendo a leer y escribir. Más tarde se presta esto a dictados de memorándums y cartas de negocio.

D. El estudiante escucha, escribe y lee pasajes grabados de otros estudiantes.

E. El estudiante lee frases cortas (de conversaciones, libros, periódicos, etc.), graba su propia version, la escribe, y la compara con la original él mismo. Desarrollar un sentido de la diferencia entre las dos.

F. Las dos versiones se duplican en dos páginas enfrentadas del cuaderno. Los materiales se escogen para el nivel cognitivo y lingüistico y deben ser interesantes. Los textos gratuitos se prestan a esto y también las tiras cómicas porque muestran un análisis socio-político de la vida de México. Soy puro mexicano se presta a esto también. Inclusive se pueden contrastar lo socio-político de este país con lo socio-político de México.

G. Se pueden leer en voz alta correctamente dos frases variantes para mostrar que se han percibido correctamente las diferencias entre las dos.

H. Se traeen a la clase las biografícas de hispanohablantes famosos tales como Rita Moreno, Nancy López, Reyes Tijerina, Joe Montoya, Jerry Apodaca, Lee Treviño, Anthony Quinn, Vikki Carr, y muchos más.

OTRAS SUGERENCIAS

1. Se necesitan el tipo de experencias en español que su ambiente anglófono les niega:
   A. oportunidades de hablar que no amenazan
   B. escuchar a una variedad de personas hispanohablantes
   C. comprar libros para el departamento que revelan las glorias y los hechos de la gente hispana. En nuestro departamento o sea en el aula de laboratorio les he vendido cuatro pinturas de tema hispana pintadas en aceite y acrílica mostrando diferentes aspectos de nuestra cultura; se han comprado una gran cantidad de libros para nuestro centro de laboratorio que les interesan a nuestros estudiantes; inclusive se ha transformado todo el laboratorio en cuanto a equipo, color de las paredes, sillas y mesas. Todo lo de arriba por medio de fondos federales.
   D. se pueden conseguir varios periódicos chicanos, cubanos y puertorriqueños.

OBJETIVOS QUE SE PRESTAN A LA COMPOSICIÓN

1. Comparar el sistema de valores entre los ancianos y los jóvenes.
2. Identificar la ambigüedad, redundancia o falta de concordancia entre sujeto y verbo.
3. Dar peráfrasis de los acontecimientos tratando de conseguir la variedad de expresión mientras se preserva la unidad.
4. Distinguir entre la lengua figurativa y literal.
5. Analizar los elementos sicológicos del personaje principal.
6. Identificar las metáforas y símiles.

ACTIVIDADES

1. Tomor palabras de su base y formar derivaciones: tierra, terreno, territorial, terremoto.
2. Dar sinónimos, antónimos, homónimos.
3. Preparar una versión corta de la composición del cuento.
4. Escribir un cuento original, un acto.

5. Identificar la narración, la descripción y el diálogo de la sección,
6. Reconstruir el diálogo delante de la clase.
7. Resumen en párrafo corto.
8. Evaluar el uso correcto de b/v-c/z usando el dictado de la materia del cuento.
9. Escribir una composición usando metáforas.
10. Identificar palabras usando vocabulario del contexto.

SUGERENCIA PARA EVALUAR COMPOSICIONES

1. El profesor hace una lista de los puntos de gramática que tratará de hacer en clase en forma de sílabo, esquema or cualquier otra forma. Cada estudiantes tiene una copia de la lista.

2. Cada vez que la composición se da como tarea el estudiante es responsable solamente por la gramática discutida hasta ese punto.

3. Cuando las composiciones son "corregidas" el profesor mete otra copia del sílabo, poniendo una marca roja de tamaño grande al lado de lo que el estudiante realizó con éxito, olvidándose de lo que se hizo mal. Se le dice al estudiante que la composición corregida no está completamente corregida. (Lo que no se comentó no se menciona.)

4. Problemas que suceden con frecuencia:
El profesor guarda una colección de las composiciónes del estudiante para ver si los problemas siguen; el profesor entonces puede individualizar la corrección al subrayar esos elementos cada vez que aparezcan para llamar la atención del estudiante y posiblemente dar ejercicios especiales para mejorar.

OBJECTIVES - FORMAT - MATERIALS

First Semester, SNS 205

1. Grammar: The following tenses will be analyzed and utilized:
el presente, el pretérito, el pluscuamperfecto, el verbo auxiliar HABER, el antepresente, el antepréterito, el antecopretérito, el futuro, el antefuturo, el condicional, el presente del subjuntivo.
No more than one tense will be presented per week. Wherever appropriate, grammar will coincide with Español escrito.

2. Readings:
   A. Textos gratuitos
   B. Y no se lo tragó la tierra, Tomás Rivera, Justa Publishers, Berkeley, California.
   C. Excerpts from contemporary journals

   After reading certain selections, the students will be asked to answer basic, but difficult, questions on that reading; or they may be asked to prepare a skeletal outline of what they have read.

3. Composition: To dovetail with Español escrito (Valdés-Fallis and Teschner)
   A. Sentence structure -- daily
   B. Paragraph formation -- weekly first 8 weeks
   C. Memorandum -- weekly
   D. Business letter to alternate with short memos

   The students will compose a sentence for every class and, later on, a memorandum each week. This activity in addition to answering written questions will provide a real context for the study of grammar that should promote students' desire to write. Other activities will include: exchange of stentences, placing sentences on board, and dictation of memos and short phrases in order to capitalize on form and orthography.

4. In their PROYECTO FINAL, students will sum up and expand upon their previous papers so as to create a unified topic, and will address themselves to a problem that requires attention via correspondence. The paper should include: the created response of the individual to whom the letter was addressed, plus one last letter from the student as a reaction. Of course, should there be an actual interchange of correspondence, it would certainly suffice as a "proyecto final." An alternative would be a paper on Southwest culture.

Second Semester, SNS 206

1. Grammar: The following will be examined:

   el pasado del subjuntivo; los modos del verbo; verbos regulares e irregulares; el participio pasivo y el perfecto; el infinitivo; verbos impersonales, el participio; diagramas-análisis gramatical

2. Lecturas

   A. Puntos de vista: voces de España e Hispanoamérica, Solomon Tilles, Harper & Row, San Francisco.

   B. Soy puro mexicano, R. Vaca de Corral, Valcour & Krueger, San Diego.

   C. Textos gratuitos: historia, geografía, ciencias sociales, Secretaría de Educación Pública de México, Chihuahua.

   All the excerpts will be provided daily or weekly, depending on length; vocabulary is to be learned as verbs are mastered. Through comparison and contrast, the students will not only learn about another culture, but will also open to examination many of the values of their own society. The students will deal with ideas and issues that will arouse their interest and will stimulate them to express their own thoughts. The exercises combine brevity and flexibility, so that those which cannot be covered in a single assignment can easily be broken down for multiple assignments.

3. La composición

   The exercises are now of a weekly nature, offering (A) question formation development, (B) chronological order, (C) spatial order, (D) generalizations and specifics, (E) comparison and contrast, (F) explanation based on a variety of readings.

   Because of the obvious extensive nature of the weekly exercise, the students would have to exert special effort out of class in order to submit the required exercise the following Monday. Obviously, between Mondays, the time spent would include oral readings, verb practice, and similar "thinking process" exercises that would be less extensive. During the less extensive exercises, the students would be encouraged not only to ask questions, but to answer them as they are asked by the teacher and fellow classmates.

4. The PROYECTO FINAL will enlist the complete independence and creativity of the students for they must invent a composition of their own based on the Hispanic culture, preferably centering on the Southwest.

DELETION OF MATERIALS AND RATIONALE

1. Leyendas mexicanas, Barlow Stivers

   A. reading much too easy

B. its readability level ensures success but does not progressively get more difficult

C. written skills are not enhanced

2. Socio-historical materials

A. used before in order to raise self-awareness; produced little or no discussion on students' parts

B. materials of a strongly militant nature should be spoonfed at appropriate times, but should not have a major role in the class

C. 450 años: used in first year; not helpful in second because of its excessively bilingual nature (too much English)

RETENTION OF MATERIALS AND RATIONALE

1. Memo and business letters

A. although not to be used extensively, this method of developing writing skills will progress from an informal memo using non-standard Spanish to a formal letter using official Spanish.

B. to be used first semester, second year

2. Textos gratuitos: excerpts from Departamento de Educación, Chihuahua

A. graded readings are to be introduced early in first semester, progressing from short sketches in paragraph form to page-length reproductions based on Mexican biography, geography, and civics.

3. Excerpts from contemporary journals such as El Grito and others: used in sensitizing and art appreciation.

4. The concept of typing as introduced in first year to teach typing as well as syllabication and orthography should be incorporated in Second Year toward the end of first semester, Second Year, for the preparation of the written project.

5. The theme of the written project (either of a well-prepared letter or a paper emphasizing Southwest or Hispanic culture) should be retained for both semesters.

6. Retain the films "Los Vendidos" and "El Corrido" by Luis Valdez as Chicano culture awareness in a dominant Anglo society and as theatrical art forms; need more structural questions in Spanish for more thorough viewing; to be used either semester- retain also "Pedro Linares" color film on papier-mache art for emphasis on family unit.

ADDITION OF NEW MATERIALS AND RATIONALE

1. Valdés-Fallis/Teschner text, Español escrito, Charles Scribner's Sons, 1978.
   A. not to be used in its entirety: based on skills acquired in first year, to be used as review at first; useful for linguistic "nuts-and-bolts," and as an exercise and guide to basic rules of grammar.

2. Y no se lo trago la tierra, Tomás Rivera, Justa Publications, Berkeley, California, 1971.
   A. to be used wherever appropriate as a basic awareness reader, point of departure toward reading about other Hispanic cultures; little or no editing needed.
   B. This reader is important to our particular students in order to recognize their geographolect in written form so as to be able to compare it with official Spanish, as well as to reinforce their self-concept.
   C. Not to be viewed negatively, but rather as a sensitizing tool that will better enable the student to understand his reality in a predominantly Anglo society.
   D. To be used as a point of departure in analyzing verb structure, tenses and vocabulary; to begin with shorter stories amplifying both verbs and vocabulary; to emphasize verbs dealt with that particular week.
   E. To be used first (possibly second) semester.
   F. Readings to include: "Es que duele" -- p. 14, "La noche estaba plateada," "Y no se lo tragó la tierra," and "La Noche Buena."

3. Puntos de vista: voces de España e Hispanoamérica, Solomon Tiller, Harper & Row, New York, 1977.
   A. Through comparison and contrast the students will not only learn about another culture, but will also open to examination many of the values of their own society.
   B. To be used second semester, second year.

C. The students will deal with ideas and issues that will arouse their interest and will stimulate them to express their own thoughts.

D. The exercises combine brevity and flexibility, so that those which cannot be covered in a single assignment can easily be broken down for multiple assignments.

E. The exercises should present no serious difficulty on the linguistic-level for a student who has had a year of language study.

F. Probably will make use of the following readings with the accompanying exercises:

(1) "El individualismo del español," Fernando Díaz-Plaja, pp. 15-30.

(2) "México y Estados Unidos," Daniel Cosío Villegas, pp. 45-59.

(3) "¿El indio mexicano es mexicano?" Alfonso Caso y Andrade, pp. 121-134.

(4) "La herencia del suroeste," Carey McWilliams, pp. 135-148.

(5) "El racismo en los Estados Unidos," María Isabel de la Vega.

(6) "La presencia de los Estados Unidos en América Latina," Víctor Alba, pp. 165-179.

(7) "Puerto Rico, una interpretación histórico-social," Manuel Maldonado Denis, pp. 181-195.

4. Other Resource Materials

A. Soy puro mexicano, R. Vaca de Corral, Valcour & Krueger, Inc., San Diego, California, 92112.

(1) readability level is second semester.

(2) humor and political satire of Mexico, which can be compared with satires of U.S. politics and government.

(3) excerpts on Mexican culture to include:

(a) "Ni comunismo ni capitalismo. Un solo camino: México," pp. 33-35.

(b) "Mitos mexicanos," pp. 55-57.

(c) "La lucha de clases," pp. 85-91.

(d) "El chiste político," pp. 109-112.

5. Will seriously consider adopting the film "Macario" and its accompanying script (prepared by Prof. Bert Carrillo of Western New Mexico University) as a culture and vocabulary builder.

A. The audio-visual impact on the student enhances both the study of the language via sound discrimination as well as the retention of the story sequence.

B. The utilization of the script will enable the student to view the story content on a more specific basis as to vocabulary and verb structure.

C. The film is most suitable linguistically and need not be edited.

D. This film as well as "El corrido," "Los vendidos," and "Pedro Linares" should be viewed first for impact, then a thorough study of vocabulary and verb forms should ensue, followed by a second viewing. Specific questions and answers should then be applied.

6. Writing as a Thinking Process, Mary S. Laurence, University of Michigan Press, 1974.

The exercises as outlined by Mary S. Laurence's Writing as a Thinking Process will be the basic format wherever possible in the units on writing.

A. Chronological order

B. Spatial order

C. Generalizations and specifics, comparison and contrast

D. Explanation

E. Classification by expansion

(1) These forms will be applied sparingly in the first semester in order to capitalize on them as the reading assignments become longer and more difficult to read.

(2) The exercises whenever used should facilitate the writing of the longer composition, "proyecto final," which should represent the student's best work.

SPANISH FOR NATIVE SPEAKERS AT STATE UNIVERSITY OF NEW YORK AT NEW PALTZ

SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC

Edgar Rodríguez
State University of New York

COURSE RATIONALE

The most significant development in the field of Spanish in the last century is the increasing number of Spanish for Native Speakers (SNS) programs appearing in American universities and colleges. The presence of SNS students and classes provides the Spanish department with linguistic, cultural and administrative resources that are not available to other language programs. Some Spanish departments have witnessed a decrease in the number of Anglo students studying the language while at the same time the total number of native speakers is significantly increasing in all courses. The Office of Civil Rights of the Department of Health, Education and Welfare has compiled enrollment statistics of Hispanic students that indicates a clear trend of their increasing presence in American colleges. In addition, the U. S. Bureau of the Census officially recognizes a steady increase of Hispanics and has projected that by 1990 they will be the largest minority group in the U. S. It is clear that the number of Hispanic students will continue to increase over the next couple of decades and that Spanish departments will have to concern themselves with appropriate programs for this linguistic group.

The initial separation of native Spanish-speaking students from natives did not occur consciously, as a result of theory, but by dint of difficulties experienced by classroom teachers in providing instruction to two distinct linguistic groups in the same classroom. As long as Spanish has been taught as a foreign language in the U.S., teachers have experienced the frustration of boring one group while the other is intimidated. Native speakers of Spanish when combined in the same classroom with monolingual anglophones are bored with the presentation of rudimentary oral skills while the non-native is discouraged by the oral ability of the native.

LOCAL NEED FOR SNS PROGRAMS

The State of New York is no exception to trend described earlier of the increasing presence of native speakers throughout the state and college classrooms. From 1971 to 1976 the total number of Spanish-surnamed students between the ages of 5 and 19 enrolled in the state's public school systems has increased from 300,000 to approximately 350,000. This has been reflected in the State University of New York by the appearance of equal educational programs on all the system's campuses. At New Paltz there has been an increase from about 50 Hispanic students in the late 1960's to about 250 in 1978.

The Civil Rights movement of the 1960's, the availability of financial aid for minority students, and other political pressures were in part responsible for the increase in Hispanic students on campus. During the late 1960's there was also an ethnic, racial and linguistic renaissance among non-white or non-anglomonophone U. S. college students. The small number of Spanish-speaking students at this college were no exception. The student organization "Hermanos Latinos" deliberately made their presence felt by conducting appropriate political and cultural activities. They organized cultural activities such as Puerto Rico Discovery Day, Latin Weekend, poetry recitals, Spanish films and other activities such as the commemoration of independence revolts in Puerto Rico. Included in their demands was an increase in Hispanic students, faculty and programs relevant to their independence. It is clear that student political pressure, along with the support of some Spanish department members was a major factor in hightening consciousness. More specifically, though, what has been done to meet the Spanish language needs of these 250 students and what improvements should occur in the program? A response to this question and others will form the balance of this paper.

PROGRAM STATUS

The Spanish department of the State University of New York College at New Paltz started offering SNS courses when it first listed the course "Spanish for Native Speakers" in the fall of 1973.

As the number of Hispanic students started to increase on this campus in the early 1970's, their linguistic frustration was felt in the by now well-known ways described above. The Hispanic students who were often proficient in both languages thus became a "bilingual problem" for the department.

The Spanish department responded to the "bilingual problem" by offering one course that would concentrate native speakers of the language in one course and there attempt to meet their special needs. The faculty assigned to teach these students were junior members who were native speakers of the language but who also had been trained to teach Spanish as a foreign language. These professors found the spectrum of Hispanic student's linguistic ability ranging from Spanish monolingualism through balanced bilingualism to the opposite extreme of near monolingualism in English. In the latter case, Hispanics could understand the language but could or would not speak it. All this was compounded by the many different degrees of reading and writing abilities.

Because of the diversity of Spanish language needs, the one original course was changed to four courses for native speakers: Elementary Spanish I and II, Intermediate Spanish and Advanced Grammar. The sequence and titles of these courses are identical to the traditional curriculum except that the college registration schedule provides a footnote stating: "one section for each course is limited to native speakers of Spanish". Each semester the department offers an elementary and advanced course for native speakers. This allows students to be placed in a course that is geared to their level of Spanish and allows them to continue each subsequent semester in an appropriate course.

During the past couple of years the total number of Hispanic students at the college has leveled off to about 200, requiring on the average three courses each semester. The program has not been limited to language development but also includes literature, history and culture courses. The following are some of the courses that have been offered in Spanish with our Hispanic students in mind:

1. Afro-Antillian Poetry
2. The History and Culture of Puerto Ricans in the U. S. and Puerto Rico
3. The Puerto Rican Experience Through Literature
4. Literature of the Caribbean

In addition, the college offers an entire battery of traditional literature courses of Spanish American and Spain. The College encourages the Hispanic students to study abroad in Puerto Rico, Spain or any other Spanish speaking country, in order for them to strengthen their Spanish.

DESCRIPTION OF SNS STUDENTS

The SNS students at New Paltz have diverse linguistic proficiency, academic background and motivation for registering for Spanish courses. In general, the students come from the urban centers of New York City, the Hudson River valley and Puerto Rico and reflect a vernacular Spanish that manifests contact with English and the lack of frequent interaction with formal Spanish. Their Spanish reflects such traits as aspirated /s/, the substitution of /l/ for /r/ and the incorporation of English linguistic borrowings such as rufo. In a class of 20 SNS students one can anticipate the following four groups:

1. A small number of students who are more closely alingual than not and who demonstrate great difficulties in keeping their two languages separate when speaking to an English or Spanish monolingual. They produce sentences whose word order is incorrect in both languages, show "foreign accent" in both phonologies, etc.

2. It is not surprising to find between four and six students who are almost English monlinguals but are really passive bilinguals. This group has the lowest level of oral ability in the class; on the other hand, they usually have the best academic skills. This fact is important because we can transfer their well developed English reading skills into Spanish. These students were discouraged or prevented from developing their Spanish for a variety of reasons. Some come from mixed marriages where one parent is English monolingual and the children are discouraged from speaking Spanish. In the case of others, parents are conscious of social mobility, see English as the key to success and accordingly discourage their children from speaking Spanish. These students have a great interest in developing their speaking ability and not in reading, writing or grammar. They also share a strong desire to identify with Puerto Rico and Puerto Ricans. Often in class they want to concentrate in developing their oral proficiency and discussing Puerto Rican culture.

3. This is always the largest group of between six and nine students that have good speaking skills, some reading experience and rather minimal writing skills. They usually come from "El Barrio" and from homes where both parents are Spanish dominant and as a result they show good mastery of the phonological, syntatical and lexical structures of Spanish.

4. This group usually consists of between three and five students who are Spanish dominant and who have come directly to New Paltz from Puerto Rico. Not surprisingly they demonstrate the highest speaking, reading and writing ability of the class.

For the most part, the students are more proficient in speaking than in reading, and are better versed in reading than writing. Demographically they are usually Puerto Ricans from New York City between the ages of 18 and 25 with a sprinkling of Cubans or other Latin Americans. The majority of them can be described as the survivors of the New York City educational system that fails to educate Puerto Ricans (an 87% Puerto Rican drop-out rate as of the late 1960's). The Hispanic students that we find at New Paltz are educational survivors who bear such scars as feelings of inferiority and minimal academic skills. These students have had a life-long experience with racism because of their non-white color or their foreign culture. This racism has permeated the school system and as a result teachers have traditionally had very low expectations of Puerto Ricans. The low expectations have manifested themselves in low academic achievement and academic skills. The majority of students have minimum skills in reading and other academic areas.

Considering that New Paltz does not have a foreign language requirement, what is the motivation for registering for SMS courses? There are several reasons for registering. The largest number take the courses because they are self-motivated in improving their Spanish skills in order to identify with their ethnic group, to improve their self-concept or to communicate more effectively with older family members. Another group registers for vocational reasons. Some are interested in becoming Spanish or bilingual teachers. Others are interested in other areas such as social work, psychology, criminal justice, etc. The final group takes the course out of the (erroneous) hope that it will result in an easy "A".

The first class session of the semester the instructor gathers further information on the student for diagnostic purposes. Usually the students are required to introduce themselves in Spanish to the class while the instructor tape records it. A composition and dictation are also required. Students fill out a one-page questionnaire on their linguistic background including a self-rating in the areas of speaking, reading and writing. At times the "prueba de Lectura" reading test is administered. Also, the instructor contacts the student's academic counselor to obtain information on English reading scores or remedial work. This is important because if the student is having problems reading English the transfer of reading and composition skills to Spanish will be limited.

DESCRIPTION OF CURRENT PROGRAM

As described earlier, the program consists of four courses - Elementary Spanish I and II, Intermediate Spanish and Advanced Grammar for Native Speakers. Spanish I and II usually meet on Tuesday and Thursday for forty-five minutes and students are required to meet with the instructor or teaching assistant at least one hour per week individually or in small groups. The material varies according to the student's individual needs. Some materials used in the past are: Voces del barrio, Claridad (newspaper), Manual de gramática española, Spanish Grammar Review, Cara a cara, Perspectivas, the Spanish Basic Literacy Program from Puerto Rico, etc. The focus of the courses have been grammatical concepts, reading, writing, Puerto Rican Studies and oral development. The activities usually consist of lectures, small group work, writing in-class compositions or dictations, oral presentations, lists of English borrowings, reading aloud and group discussions.

The following sections will first discuss the general objectives of the two-year, four-semester SNS sequence and will then present the syllabus for the first course. The syllabi for the other courses will be developed in the future.

THE FIRST YEAR PROGRAM OBJECTIVES

Objective A: To learn to spell correctly, through

1. The teaching of sound/letter equivalences in Spanish (for example: the sound /f/ is always spelled with an f in Spanish, the sounds /ke/ are always spelled "que", etc.
2. Extensive drill in the differences between spoken and written languages
3. The use of the written accent (all four semesters)
4. Areas of confusion for all Spanish natives (g versus j, b versus v, etc.)

Objective B: To develop basic reading skills.

It is not assumed that reading skills transfer easily from one language to another. Therefore, reading in Spanish will be presented systematically.

Objective C: To develop basic composition skills

1. Basic orthography, differences in styles between written and spoken language. First writings will be on concrete subjects and later abstract themes.

Objective D: To introduce the student to traditional grammar terminology.

It is considered that educated speakers of a language are helped by having some awareness of how their language works.

Objective E: To expose the student to standard spoken Spanish.

It is important that during the first year students have an opportunity to hear standard,formal, spoken Spanish. A variety of materials can be used including recordings of Spanish language news programs, lectures by professors, Spanish plays, etc. Only through listening to the specifically formal registers can the differences between informal, casual style and formal style be appreciated.

Objective F: Sociolinguistic notion of the function of language.

The student will be exposed to the basic concepts of language function and linguistic variety. This is done in order that the student better understand his linguistic behavior so as to accept it.

Objective G: The student will have a notion of the contribution of Hispanic literature in the U. S. and the world.

As part of the process of learning to read Spanish, the student will be exposed to significant works by Puerto Ricans and Chicanos.

THE SECOND YEAR PROGRAM OBJECTIVES

In the second year the following objectives will form the core of the instructional program:

1. Review of orthography, primarily the use of the written accent. However, students will not be expected to become experts in written accents because even the highly educated in Latin America lack that skill.

2. Continue practice in reading comprehension to include rapid reading, speed reading, reading for affective content, etc. Exposure to as many different kinds of reading styles in as many domains as possible.

3. Detailed attention to vocabulary development, especially the acquisition of synonyms. Also vocabulary for as many domains as possible.

4. Development of Spanish composition skills equal to English composition skills.

5. Study of English interference in Spanish.

6. Continued study of traditional grammar.

7. Continued experiences in Spanish oral presentations.

8. Intensive exposure to Hispanic and Puerto Rican literature in the U. S.

The major objective/goal of the program is to have the student develop the highest possible reading and writing skills within the two year sequence. The students will feel proud of their linguistic repertoire and be encouraged to use it in their careers.

In order to implement the above objectives the SNS instructor must have many different skills, attitudes and knowledge in the area of linguistics, literature, grammar, Hispanic culture and SNS methodology. The SNS instructor must have traits that are different from the traditional Spanish instructor's. In particular, the instructor must demonstrate a sensitivity towards the dialect and culture of the students. Because of the oppression to which the students have been subjected, often the instructor has to serve as not only a linguistic but a cultural model. This is not to say that teachers must all be members of the ethnic target group, but in general such would be in the interest of the student. For the most part, Puerto Rican students react positively to Puerto Rican instructors. They often feel that if "one of our kind" can teach our language at the college level, then our dialect is acceptable. While this is simplistic it is nonetheless very important to the self-image and motivation of the student. On the other hand, a non-ethnic that speaks the student's variety of Spanish may possibly act as a reinforcement too, the theory being that if Puerto Rican Spanish is good enough for an Anglo it is good ipso facto.

REQUIRED TEXTBOOKS:

1. Español escrito: curso para hispanohablantes bilingües, Valdés-Fallis, Guadalupe and Richard V. Teschner; Charles Schribner's Sons, New York 1978
2. Cuentos puertorriqueños, Robert L. Muckley and Eduardo E. Vargas, Editors, National Textbook Company, Skokie, Illinois, 1976
3. Leamos: Spanish Developmental Reading, Paul S. Amidon & Associates, Inc. St. Paul, Minnesota, 1978

   NOTE: Students will be told which booklets to purchase from the series.
4. Y no se lo tragó la tierra, Tomás Rivera, Editorial Justa Publications Inc. Berkeley, California, 1977

   NOTE: Selection of this Chicano work is tentative; do not purchase it until told to do so.

RECOMMENDED BOOKS

1. Spanish/English and English/Spanish Dictionary, Collins, 1971
2. Diccionario español

   Language of instruction: mostly Spanish

   Recommended linguistic background of student:

   1. Spanish is the mother tongue.
   2. Ability to carry on casual conversations in Spanish
   3. Ability to follow lectures and discussions in Spanish.
   4. Previous formal study of Spanish is not required.

COURSE OBJECTIVES

A. To expose students to standard spoken Spanish.
B. To develop the student's ability to spell correctly in Spanish.
C. To develop the student's ability to read in Spanish.
D. To develop the student's ability to compose in Spanish.
E. To introduce the student to a limited number of grammatical concepts.
F. To develop a sociolinguistic notion of the function of languages.
G. To introduce the student to Hispanic literature written in the U.S.

METHODOLOGY

A. The course will consist of lectures, discussions and classroom drills. The student will be expected to keep up with all reading assignments and homework and to be prepared to participate in classroom activities.

B. As the session progresses, it will be the responsibility of the student to contact the instructor for special materials, additional drills, etc., for use in any of the areas in which he/she has shown particular weakness.

C. Students will participate in individual or small group instruction during the regular class session or during the required one hour session to be arranged with the instructor and /or assistants.

GRADES

Grades will be based on the following factors.

a. Class attendance, participation and completion of assignments: 33-1/3%
b. Average of all quizzes: 33-1/3%
c. Mid-term and final exams: 33-1/3%

ATTENDANCE

A. Class attendance is required. Maximum number of absences permitted is 3.

B. For each absence above the maximum number permitted, three full points will be subtracted from the final average.

EXAMINATIONS

A. Examinations will be given only on the days indicated on the Calendario de clase. A make-up examination will be given only if a student can present proof of a serious emergency.

SPANISH FOR NATIVE SPEAKERS AT EL PASO COMMUNITY COLLEGE SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

Roberto R. Rodríguez
El Paso Community College

ED 075

COURSE RATIONALE:

This course is designed for the bi-lingual student (Spanish-English) who speaks Spanish and comprehends spoken Spanish, but lacks the ability to converse fluently; lacks the ability to read with at least 70% comprehension; and who mispronounces certain Spanish words. It is also geared toward students who feel the need for reading and conversing in Spanish in order to function more effectively in everyday situations. The student will study and practice grammatical aspects; will read and comprehend reading selections; and will practice Spanish pronunciation through class discussions, conversations and drills.

INSTRUCTIONAL METHODOLOGY:

A. Instructor's presentations, class participation in learning activities, and group discussions based on readings.
B. Group problem solving sessions, and individual student's presentations.
C. Laboratory study.

COURSE OBJECTIVES:

In order to receive credit for this course, the student must successfully complete the following objectives with a minimum performance level of 70%:

A. The student will demonstrate spelling and punctuation by taking dictation from the instructor with not more than ten (10) errors in sentences containing fifty(50) words total.
B. Given a reading passage of not more than three hundred (300) words, the student will demonstrate silent reading comprehension by silently reading it and correctly answering at least seven (7) out of ten (10) written questions about the passage.
C. Given a reading passage of not more than two hundred (200) words, the student will demonstrate Spanish pronunciation by orally reading it to the instructor and not mispronouncing more than fourteen (14) words.
D. Given ten (10) fill-in-the-blank sentences and two hundred and forty (240) vocabulary words from those studied, the student will match correctly at least seven (7) of them.
E. The student will demonstrate knowledge of basic Spanish grammar by answering correctly at least 70% of the grammar-oriented questions.

COURSE UNITS:

A. Civilization Unit (from Lecturas básicas: A Civilization Reader)

1. Module one: Chapters one, two and three
2. Module two: Chapters six, seven and eight
3. Module three: Chapters nine, ten and twelve

B. Cultural Unit (From Lecturas básicas: A Cultural Reader)

1. Module one: Chapters one, two and three
2. Module two: Chapters four and five
3. Module three: Chapters six, seven and eight
4. Module four: Chapters nine and ten

C. Literary Unit (from Lecturas básicas: A Literary Reader) (Optional if time allows).

1. Module one: Chapters two and three
2. Module two: Chapter four
3. Module three: Chapter five
4. Module four: Chapters six, eight and eleven
5. Module five: Chapter ten

In addition to the reading selections the instructor will make presentations and distribute handouts on the following topics:

1. El alfabeto
2. Las vocales
3. Los diptongos
4. Los sonidos
5. La sílaba
6. La formación de las palabras
7. La sílaba tónica
8. El acento ortográfico
9. Las partes de la oración
10. La oración
11. Los números: ordinales y cardinales
12. Vocabulario de las lecturas (dictado y significado)
13. Las conjunciones (y, e; o, u)
14. Contracciones (de + el = del, a + e = al)

15. Tiempos simples del indicativo
    a. Presente (verbos regulares e irregulares)
    b. Pretérito (verbos regulares e irregulares)
    c. Copretérito o imperfecto
    d. Futuro
    e. Pospretérito o condicional
    f. Participio (presente - pasado)

A final examination will be given on the vocabulary, orthography, stressed syllables, verbs covered through the entire course. Reading selections will be added accompanied by questions.

COURSE EVALUATION

A. Value of units and major exams:
    1. Civilization unit. . . . . .30% (3 exams)
    2. Cultural unit . . . . . .40% (4 exams)
    3. Literary unit . . . . . .30% (3 exams)

B. Grade Scale:
    1. A = 100 - 90
    2. B = 89 - 80
    3. C = 79 - 70
    4. F = 69 and below
    5. W = Withdrew from the course
    6. I = Incomplete (one assignment missed)

C. Criteria for make-up work: (optional according to the criteria of the instructor).
    1. If you receive less than 70% on any section of a modular test, you will have one week in which to take a make-up exam on that particular section of the test.
    2. All quizzes (except oral sections of the module) can be available in the Testing Center (Building 4569, room 3) only for students who have made arrangements with the instructor.

INSTRUCTIONAL RESOURCES:

A. Textbooks:
    1. Zierten, Frederick J (Lecturas básicas: A Civilization Reader) Holt, Rinehart and Winston, New York, 1976.
    2. Díaz, Modesto M. (Lecturas básicas: A Cultural Reader) Holt, Rinehart and Winston, New York 1976.
    3. Mullen, Edwards J. (Lecturas, básicas: A Literary Reader) Holt, Rinehart and Winston, New York, 1976.

B. Audio-Visual Aids: The following audio-visual aids can be found either at the language lab or in the instructor's office.

1. Transparencies:
   a. Present indicative
   b. Preterite indicative
   c. Imperfect indicative (co-pretérito)
   d. Future indicative
   e. The human body
2. Music:
   a. Antonio Bribiesca
   b. Música de mariachi
   c. Música flamenco
3. Recordings: The following recordings are in the language lab and can be recorded by students:
   a. Civilization Unit Modules (3)
   b. Cultural Unit Modules (4)
   c. Literary Unit Modules (3)
4. Handouts: The following handouts will be distributed to the student in class by the instructor:
   a. Present tense (regular and irregular verbs)
   b. Preterite tense (regular and irregular verbs)
   c. Imperfect (co-pretérito) Indicative
   d. Future tense
   e. Ir + a + infinitive
   f. Present progressive tense
   g. Past progressive tense.

SPANISH FOR NATIVE SPEAKERS AT UNIVERSITY OF IOWA

SUGGESTED SYLLABUS ALONG WITH RATIONALE, BIBLIOGRAPHY, ETC.

John T. Webb

University of Iowa

LEVEL

This set of courses is intended for realization within one section each of Spanish 1 and Spanish 2, at a midwestern university with little or no supporting Spanish-speaking community. Admission will be limited to persons whose acquisition of Spanish has derived from a native environment.

CATALOG DESCRIPTION

Spanish 1NS

Persons who have speaking knowledge of Spanish will develop their skills in reading and writing, expanding vocabulary, comparing written and spoken varieties of the language, and examining the importance of the culture and expression of the nation's largest (in an international context) minority group.

Spanish 2NS. Continuation of Spanish 1NS.

Tentative Course Description (and ff), Spanish 35:1NS, Elementary Spanish for the Native Speaker.

This course is specifically designed for students who have acquired Spanish in a native environment. Emphasis will be placed on developing and improving skills in reading and writing Spanish. An introduction to grammatical notions and terminology will familiarize students with the structure and system of standard Spanish. Prerequisite: Consent of the instructor.

The present foreign-language requirement at the University of Iowa is normally fulfilled by completing the first four semesters of language study or the equivalent. Depending on high-school experience, placement or competency examination, students may opt to take from one to four of the required courses to complete the full requirement (in Spanish, courses 35:1, 35:2, 35:11, 35:12).

It is assumed that the SNS student will have had more experience in oral/aural skills by the nature of his language-acquisition experience. Initially, therefore, the sequence for the SNS student would begin with 35:1NS and 35:2NS, at the elementary level. As sufficient population develops, however, the SNS student would begin at the intermediate level, with an alternative to 35:11 and 35:12, 35:11NS emphasizing intermediate grammar review and introduction to major skills in reading, and 35:12NS emphasizing reading from Hispanic literature (short stories, plays, short novels).

An outgrowth of the SNS program would be the implementation of a course on Hispanic minority (Mexican-American, Puerto Rican-American, Cuban-American, etc.) literature as an introduction to critical reading and literary analysis. Students, after satisfactory completion of the 35:11NS-35:12NS sequence, would be encouraged to continue their language study, choosing courses from conversation, grammar, composition, and literature offerings.

STUDENT POPULATION

Hispanic students at the University of Iowa are a heterogeneous lot; professors and teaching assistants regularly find them in Spanish classes with various skills and difficulties. Given sufficient lead time to convince such students of the desirability, for them, of SNS classes, one section of each course could be set aside for each multiple of 15-20 persons. A few non-Hispanic persons who have had several years of residence in Spanish-speaking countries may be expected in the classes. The total population of such students will be of all age groups, with a level of oral proficiency in Spanish varying from passive (minimal) to active (fluent); their level of listening comprehension will have the same range. Reading and writing proficiency will vary according to previous formal training in elementary and secondary school. It is not expected to exceed that of a fourth-grade reading level of a person educated in Mexico.

STATUS

1. The courses are intended to help the student expand communicative competence in Spanish at the university level, and to the capacity of a student in a regular course of Spanish as a second language, in formal and informal expression.

2. Students majoring in Spanish will build from present abilities, preparing themselves as educated adults to function comfortably in academic and non-academic pursuits.

3. Equivalence will exist for academic credit, and for prerequisite credit, with regular Spanish 1 and Spanish 2 courses, for the purposes of advanced Spanish courses, for Latin American Studies, and for Bilingual Education.

PURPOSE

These courses, and similar elements to be built into more advanced courses, are intended to help the student develop proficiency in producing and interpreting Spanish-language communication suitable to various contexts, to develop pride in the value of such communication; to see the professional possibilities allowed by, or expanded upon by, such communication; and to pass on such knowledge to peers. Such a student should be motivated to continue with the study of Spanish, and to enrich the environment for other students.

BEHAVIOR

The student will concentrate on Spanish reading and writing skills, but will also improve ability to listen in Spanish with greater perception, and to speak in Spanish with greater ease in foreseeable situations.

EXAMINATION

Intermediate and final testing will also be a part of the teaching process, stimulating the student to think out form and content. While technical skills are to be a major criterion, such examination will also ask the student to think, to develop, to refine, given specific content areas.

THEORY AND PHILOSOPHY

Spanish, as the second most important language of this country (the United States being the world's fourth largest Spanish-speaking country in terms of numbers of speakers), is important to the nation, people and culture in the midst of which we all live. While consideration of other factors may be of significance (mental discipline in learning "another grammar," expanding knowledge of a different set of cultural norms, having another professional tool for personal development, etc.), Spanish is part of this country and is worthy of maintenance in its own right. Through enjoyment, even fun, the student will learn to help himself and to teach. Spanish-speakers must be given the opportunity to choose individual, cultural,or group patrimony for self-enrichment or to help others. English is similarly taught to native speakers, and to great advantage; higher

education will gain by taking advantage of already existing potential. Native speakers, with their "fluency," often inhibit non-native students in Spanish classes; and since classes in Spanish as a second language often frustrate speakers, all groups will benefit from the suggested two-track arrangement.

Hispanic people are a growing power on the campusñ they are actively being recruited as students, often from urban settings, and are increasingly present in Spanish courses. Such new classes for native speakers can and will serve the entire university community.

AIDS

The basic text will be Español escrito . . . of Valdés-Fallis and Teschner, chapters 1-12 for Spanish 1NS, and 13-24 for Spanish 2NS; should this text not be approved, Avanzando: Gramática española y lectura, with Cuaderno B: Ejercicios para los estudiantes de habla española, will be adopted. After completion of lessons in reading attack skills, reading texts will be Dirección: Tacuba for Spanish 1NS, and Dirección: Moncloa for Spanish 2NS. Supplementary materials will be taken from Generaciones y semblanzas, . . . y no se lo tragó la tierra, Cuentos puertorriqueños. Individualized reading will make use of Puntos de vista, Picardía mexicana, Picardía cubana, publications of "Plaza Sésamo," Visiones de hoy, Antología del saber popular, newspapers to which the university already subscribes, and other publications in the university libraries. Use will be made of the language laboratory, for dictation and for exercises based on printed materials, with different voices of different speaking configurations. Outside speakers will visit the classroom. Transparencies with vocabulary, motion pictures, phonograph records, recording tapes, and other audiovisual aids will be employed when suitable.

METHODOLOGY

A graduate native-speaker teaching assistant will teach each class, following the format of Español escrito . . . , patterning additional exercises on Comprendamos mejor (Los Angeles Unified School District), and supplementing grammar explanations of oral and literary language with dittoed materials (stemming from such studies as Gramática castellana of Amado Alonso and Pedo Henríquez-Ureña). Reading skills will be covered in Español escrito . , .

(chapters 1-7) before proceeding to more substantial selections for analysis of form and content, from words and phrases through paragraphs. Individualized instruction will be introduced with outside reading.

In addition to daily classroom work there will be an assignment of a weekly exercise to be accomplished over the weekend. Writing will include laboratory and class dictation, and at least one paragraph written in each class. In addition to the final examination, there will be a term paper, with an oral progress report at mid-semester. Graded conversation will be tape-recorded (with subsequent analysis); discussion will be encouraged (and sometimes demanded). Use of a monolingual dictionary will be encouraged. Grammar and other linguistics will be studied as a means to communicative competence, and to help find a common ground in the class necessarily made up of different levels of proficiency and background; terminology and concepts will be covered only as germane to the primary purpose of the courses.

All of the above will be oriented to expanding usage possibilities in more formal and standard situations of language than many of the students will have previously experienced; manipulating of language will be developed in expository and/or argumentative contexts. Different methodologies will be adapted flexibly to varying student needs and purposes.

ACTIVITIES AND THEMES

To the extent practicable cultural ideas and values will be developed in the process of expanding language skills, with situational appropriateness. Emphasis will be given to aspects of the patrimony of Hispanics in the United States, relating to both the present and the past in the international Hispanic world, and beyond. Additionally, students will be presented with discussion and reading in and on Spanish as a valud means of communication in the world of technology, and in various professions.

EVALUATION

Every effort will be made to measure the student's demonstration of knowledge in comprehending and producing written and spoken Spanish in a variety of contexts. Initial screening will be based on an oral interview; early

placement will be facilitated by employing the final examination and a self-introduction, plus some examination of skills in detail. The final examination will determine (along with the "mid-term") one-third of the final grade; another third will be based on twelve quizzes, given approximately once a week; and the final third will include evaluation of participation in class, attendance, completion of assignments, and use of the language laboratory.

Libros: Zierten, Frederick J. Lecturas básicas: A Civilization Reader
Díaz, Modesto M. Lecturas básicas: A Cultural Reader

Enero

16 Introducción al curso: Explicación de los requerimientos, asistencia, notas, etc.
17 El alfabeto español, las vocales, y los diptongos
18 Los sonidos y la sílaba
19 Formación de palabras, la sílaba tónica, el acento ortográfico
23 Repaso de la sílaba tónica y el accento ortográfico
24 Quiz: Las partes de la oración
25 La oración -- los números
26 Lectura: Civilización, capítulo 1 -- "España, 1519." Dictado de la lectura. (Siempre habrá un dictado de palabras basado en la lectura. El alumno deberá aprenderlas a escribir y su significado)
30 Ejercicios, págs. 4-5
31 Discusión del capítulo 1. Uso de la b y v.

Febrero

1 Lectura: Civilización, capítulo 2 -- "Hernán Cortés . . . " pág. 7-12. El verbo: Definición y formación
2 Ejercicios, págs. 10-12. El presente de los verbos regulares
6 Discusión de la lectura 2
7 Lectura: Civilización, capítulo 3 -- "Cuzco, 1525" págs. 13-16
8 Ejercicios, págs. 16-18
9 Discusión del capítulo 3 -- Repaso
13 Examen: Civilización -- Capítulos 1,2,3. Usos de la B y V . El presente regular.
14 Lectura: Cultura, capítulo 1 -- "Diversidad . . . " págs. 1-3
15 Ejercicios, págs. 4-5 -- Presente de los verbos irregulares
16 Discusión de la lectura. Práctica de los verbos.
20 Lectura: Cultura, capítulo 2 -- "Individualismo . . . " págs. 7-9, El uso de C,S,Z
21 Ejercicios, págs. 10-11 -- Palabras con c,s,z
22 Lectura: Cultura, cap. 3 -- "Otras características . . . " págs. 12-16
23 Ejercicios, págs. 17-18
27 Examen: Cultura -- Capítulos 1,2,3
28 Lectura: Cuento -- Los locos (handout)

Marzo

1 Preguntas y discusión sobre Los locos. El pretérito de los verbos regulares
2 Práctica de los verbos. El uso de la g y j
6 Lectura: Cuento, El secreto (handout)
7 Preguntas y discusión sobre El secreto
8 Examen: Cuentos -- Los locos y El secreto. El pretérito. Usos de la g y j
9 Lectura: Civilización, cap. 6 -- "La población. . . " págs. 35-39
13 Ejercicios págs. 40-42. Pretérito de los verbos irregulares
14 Lectura: Civilización, cap. 7 -- "Razas y culturas," págs. 43-47
15 Ejercicios, págs. 48-50, El uso de la ll y y
16 Discusión del capítulo 7
20 SPRING VACATION
28 Lectura: Civilización, cap. 8 -- "Los muralistas," págs. 51-55
29 Ejercicios, págs. 56-58
30 Examen: Civilización, cap. 6,7,8 -- Pretérito irregular, Uso de la ll y y

Abril

3 Lectura: Cultura, cap. 4 "Presencia hispánica . . . " págs. 19-22
4 Ejercicios págs. 23-24, El imperfecto (copretérito)
5 Lectura: Cultura, cap. 5 "La estratificación social" págs. 25-30
6 Ejercicios págs. 31-32, El uso de la rr y r
10 Examen: Cultura, capítulos 4 y 5 El imperfecto. El uso de la rr y r
11 Lectura: Civilización, cap. 9 "La literatura . . . " págs. 59-63
12 Ejercicios, págs. 63-65 -- El futuro y condicional de los verbos
13 Lectura: Civilización, cap. 10 "La música folklórica" págs. 67-71
17 Ejercicios, págs. 71-73
18 Lectura: Civilización, cap. 12 "Productores de . . . " págs. 83-86
19 Ejercicios, págs. 86-88 -- Contracciones a + el = al, de + el = del
20 Examen: Civilización, capítulos 9,10,12 -- El futuro y condicional. Contracciones
24 Lectura: Cultura, cap. 6 "Machismo . . . " págs. 35-40, Participio presente
25 Lectura: Cultura, cap. 7 "La revolución. . . " págs. 43-46, Participio pasado
26 Lectura: Cultura, cap. 8 "Vuelva Ud. mañana" págs. 49-54
27 Examen: Cultura, cap. 6,7,8

FINAL EXAMS - April 29 through May 5